



**IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING
NARRATIVE TEXT BY APPLYING
SPORE (SETTING,PROBLEM,ORDER OF
ACTION,RESOLUTION,END) STRATEGY
XI GRADE OF MAS AL WASHLIYAH
22 TEMBUNG
THESIS**

*Submitted to the Tarbiyah Faculty UIN SU Medan as a partial Fulfilment
of the Requirement for S-1 Program*

By :

WIWIT SUNDARI

34.15.3.097

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS'
TRAINING STATE ISLAMIC UNIVERSITY OF NORTH
SUMATERA MEDAN**

2019



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NARRATIVE TEXT BY APPLYING SPORE (Setting, Problem,
Order Of Action, Resolution, End) STRATEGY XI GRADE OF
MAS AL WASHLIYAH 22 TEMBUNG**

(A Classroom Action Research at Eleventh Grade Students of MAS AL
WASHLIYAH 22 TEMBUNG in Academic Year of 2019/2020)

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Menyatakan dengan sebenarnya bahwa skripsi yang berjudul diatas adalah benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila di kemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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ABSTRACT

Wiwit Sundari, Medan 2019: Skripsi, Medan: Department of English Education
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Keyword : *Students' Achievemen, Writing Narrative Text, Applying SPOR Strategy*

This study aims to discover the improvement of the students' achievement in writing narrative text by Applying Spore Strategy. The objective of this study is to find out whether the Spore Strategy can improve students' achievement in writing narrative text or not. This study was conducted by using classroom action research. The subject of the research was class XI MIA of Mas Al Washliyah 22 Tembung which consists of 34 students. This study applied quantitative and qualitative data. The data of this study were obtained quantitatively through writing test which show that the students score kept improving in every test and qualitatively based on diary notes, observation sheet, and Interview sheet which show that teaching learning process ran well, the students were active, enthusiastic, and interested in writing. In the first test, the mean score was 56.8. in the second test, the mean score was 67.2, and in the third test the mean score was 81.2, The research findings indicated that Spore Strategy significantly improved students' achievement in writing narrative text.

BIOGRAPHY

Wiwit Sundari was born Suka Damai on 09 Juny 1996. She is 23 Years old. She is Indonesian. People around her usually call her Wiwit. She has two Sister. Her parents are Harjo Suwito and Muharis Wati. Her Parents live in Kota Pinang Labuhanbatu Selatan. She is a Moeslim.

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Medan, 07 November 2019

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ACKNOWLEDGMENT

BISMILLAHIRRAHMANIRRAHIM

In the Name of Allah the Most Gracious and the Most Merciful All praise is due to Allah SWT, the Sustainer, the Most Gracious, and the Most Merciful, who had given me blessing to finish a last assignment in my study,—Thesisl. Peace and His blessing mercy are onto our beloved holly prophetvMuhammad SAW (peace be upon Him) and his families, his companions, and his adherences.

The thesis: —The Implementation of SPORE Strategy to Improve Students‘ Achivement in writing narrative text at Mas Al washliyah 22 Tembung is a simple academic writing I made to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teachers‘ Training Faculty, State Islamic University of North Sumatera Medan 2019.

In the process of completing this thesis, I had received many supports and helps from many people. It is proper to acknowledge their helps and contributions for me, therefore I would like to thanks for:

1. **Drs. Amiruddin Siahaan, M.Pd.**, as the Dean of Tarbiyah Faculty and Teachers‘ Training at State Islamic University of North Sumatera.

2. **Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum.**, as the Head of English Education Department and also as my Advisor I who patiently guided and helped me to finish this thesis. There is no single word that I can say except, —Thank you very much for guiding and consulting me.

3. **Maryati Salmiah, S.Pd., M.Hum.**, as my advisor II who had given much of his time, suggestion, knowledge, and patience in guiding me to prepare and finish this thesis. There is no single word that I can say except, —Thank you very much for guiding and consulting me.

4. All lecturers of English Education Department for knowledge, experiences, and thoughts which had been given to me during my study at English Education Department.

5. **Zuraidah, SH.**, as the headmaster of MAS Al Washliyah 22 Tembung who had given me the chance and permission to conduct the research at that school.

6. **Marni Rama, S.Pd.**, as the English Teacher of MAS Al Washliyah 22 Tembung who guided and supported me during the research.

7. All of my pals in PBI-1 who made my insanity become totally logical when I was with you. A ‘favorite’ class with chivalrous, hilarious, and cranky persons spent plenty of times together fighting with a ton of tasks by shedding sweat and tears until we felt like we could barely eat, sleep, and breathe. Special thanks for Enggal Anggraini for being my collaborator and having a great patience to accompany me. And Kak Ul who had give me a many ^{iv} support, and always heard my complain, I said thanks very Much.

8. My beloved Future Husband **Zulhindra Tanjung**, Thank you so much uncounted prayers, endless love and always with me, when I sad and happy until now.

9. My beloved family for your uncounted prayers, endless love, encouragement, advices, supports both financially and mentally that made

me possible to finish my study. Thank you so much My father Harjo Suwito and my mother Muharis wati. It's such an overwhelming blessing to have all of you in my life.

Finally, I hope that my thesis will be useful for the readers, especially for the students of English Education Department who want to conduct similar research. May Allah the Almighty bless all of us.

Medan, 07 November 2019

Wiwit Sundari

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TABLE OF CONTENT

	Page
TABLE OF CONTENTS	i
LIST OF TABLES	iii
LIST OF APPENDIXES	iv
CHAPTER I INTRODUCTION.....	1
A. The Background of Study	1
B. The Identification of Problem.....	4
C. The Limitation of Problem	5
D. The Formulation of Study	5
E. The Objective of Study	5
F. The Significance of Study	5
CHAPTER II REVIEW OF LITERATURE	7
A. Theoretical Framework	7
1. Students Achievement in writing.....	7
2. Writing Narrative	8
2.1 Writing	8
2.1.1 Writing Genre	13
2.1.2 Writing process.....	14
2.1.3 Purpose of writing	16
2.2 Narrative Text	18
3. Student's Achievement in writing Narrative Text	21
3.1 Cooperative Learning	22
4. Strategy	23
4.1 Definition of Strategy.....	23
4.2 Strategy In Islam Perspective	24
4.3 Setting,Problem,Order of Action, Resolution,and End Strateg	
.....	25
4.3.1 Steps in the SPORE Strategy Writing Process	26

4.4 Advantages and Disadvantages of SPORE Strategy	27
B. Related Study	28
C. Conceptual Framework	31
D. Actional Hypothesis	3
CHAPTER III RESEARCH METHOD	34
A. Research Design.....	34
B. Research Subject Conducted.....	35
C. Setting of Research	36
D. Procedure of Research.....	36
E. Technique of Collecting Data	39
F. Technique of Analyzing Data	45
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	47
A. Research Findings	47
1. The Quantitative Data.....	47 The
Qualitative Data	50
B. Data Analysis.....	51
1. Cycle I.....	51
2. Cycle II	57
C, Discussion.....	59
CHAPTER V CONCLUSION AND SUGGESTIONS.....	61
A. Conclusions	61
B. Suggestions	61
REFERENCE	63
APPENDIX	66

LIST OF TABLES

TABLES	TITLE	PAGE
3.1	The Cycle I in Classroom Action Research.....	37
3.2	Score of Format and Content was 40 Point	41
3.3	Score of Organization and Coherence was 20 Point.....	42
3.4	Score of Format and Content was 40 Point.....	43
4.1	Students' Writing Score during Six Meeting.....	48
4.2	The Improvement of Mean score of the students' Writing	53
4.3	The Percentage of Students Writing Achievement	54
4.4	The Range of Score Improvement	55
Second Cycle	38

LIST OF APPENDIXES

APPENDIX	TITLE
I	Lesson Plan Cycle I (1st Meeting
II	Lesson Plan Cycle II (4-6 th meeting)
III	The Students Test Score 1,2 and 3
IV	The Student test Score 1
V	The Students test Score 2
VI	The Students test Score 3
VII	The Students Test Score Improvement
VIII	Observation Sheet for Students
IX	Interview Sheet with Students (1st Meeting)
X	Interview Sheet with Students (Last Meeting)
XI	Interview Sheet with Teacher
XII	Diary Notes
XIII	Documentation
XIV	Students Work
XV	Research Approval Letter from Campus
XVI	Research Approval Letter from School

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important things in a communication and it is used as a tool of among the nations in all over the world. There are several language that are frequently used by people in the world, English is one of them. English is the most famous at important language in the world. It is used in formal and informal situation. It is used in bussines, technology, information education, massmedia, tourism, entertainment, and international relationship. In short, English is used in all aspects of life.

Writing is one of the skills in English language learning besides reading, speaking, and listening that is tough formally in Indonesia education curriculum from Elementray School up to the Univerity Level. Many Students thing that writing is most difficult skills. It is because they have some problem when they are writing. The first problem is the students have not ideas on their mind what they want to write. The second problem that the students have in writing is less knowledge. The students often fell confused what they want to write because there is no information about the topic. They need many references material to help them. The third problem is the students need experience for the topic to get the accurate material.

According to Byrne that writing is the encoding of a massage of some kind that is we translate our thoughts into language. It means that students need a clear idea and

creativity when writing. They have to be master in the topic that they want to write and creativity to make the reader understand and interest with their writing.

The objective of teaching narrative writing is that the students are expected to be understand and writing the text well. The problem of students is one the orientation that is not understood in writing. In order the students can produce a new idea from what they have think. The students also could be able to understand what are the information that they get after writing. The students are expected to be understand and writing the text well, ideas, and opinion while they are in a group discussing while teaching learning process.

However, in reality, the students are not able to try to write narrative a text they wrote because they have limited ability in writing a text. It is very difficult for them to express their feelings, ideas, opinion into a language while discussing something in teaching learning process.

As a rule, however, we do not write just *one* sentence or even a number of unrelated sentences. we produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short-been put in order and linked together, they form a coherent whole. They form what we may call a 'text'.

Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in the class, to use some form of written test. In some cases, of

course, a written test may even be appropriate : for example, making notes while listening.¹

There are some genres in writing. The function of narrative genre is to amuse, entertain and to deal with actual or vicarious experience in different ways. In some cases, narratives are set in historical ones. In writing this historical narrative, writers perhaps lead readers to think about social issues of a particular period of time. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

Based on the observation and interviewing that was done by the writer in the grade XI MAS AL WASHLIYAH 22 TEMBUNG, many students have problems in writing narrative. The first problem, the students find difficulties when they have to generate and develop ideas to tell the sequence of events. It makes them often just put one or two events in their writing. Second, they cannot arrange the events in a correct.

Actually, every genre has its own characteristic in terms of the rhetorical structure and textual elements; the narrative writing also has its own rhetorical structure and textual elements. Then, each element of textual element has its own function. Or states what the elements of narrative writing consists of 1) Orientation, 2) Complication, and 3) Resolution.²

To help the students solve their problem in writing narrative, the teacher have to find the effective and interesting strategy. There are so many strategies that

¹Donn Byrne, (1979), Teaching Writing Skills, U.K: Longman: Group Limited,P.1-7

²Dirgeyasa, (2014), *College Academic Writing (A genre-Based Perspective)*, Medan: Unimed Press, P.45-46

are popular to make teaching in writing narrative more effective and interesting. These strategies are expected to be useful to improve the students' achievement in writing narrative. In the case, the writer chooses Setting, Problem, Order of Action, Resolution, End (SPORE) strategy. SPORE Strategy will be one of the effective strategies that are recommended to be applied in writing narrative text.

The writer is interested to do research upon this strategy and try to analyze this case in order to know whether SPORE strategy is effective in helps student to write a narrative text. In addition, by this analysis, the writer expect that the students-who assume that writing is difficult to be done-would get interested and find that writing can be enjoyable activities, especially writing Narrative text.

B. Identification of the Problems

Based on the observation and interviewing that was done by the writer in MAS AL WASHLIYAH 22 TEMBUNG, many students have problem in writing narrative.

- (1) the students find difficult this when they have to generate and develop ideas to tell the sequences of events. It makes them often just put one or two event in their writing.
- (2) They cannot arrange the events in a correct.

To help the students solve their problems in writing narrative, the teacher have to find the effective and interesting strategy. There are some many strategies that are popular to make teaching in writing narrative more effective and interesting. The strategies or expected to be usefull to improve the students' achievement in writing narrative. In the case,the writer chooses Setting,Problem,Order of

Action,Resolution,End (SPORE) Strategy. SPORE strategy will be one of the effective strategies that are recommended to be applied in writing narrative text.

C. Limitation of the Problem

Based on the identification of problems above, the researcher limits this study is focused on applying SPORE Strategy to improve the student's achievement in writing narrative text.

D. Formulation of the Study

The problem is formulated in the form of a question as follow : “ How can SPORE Strategy can improve the student's achievement in writing narrative text?”

E. Objective of the Study

Based on the problem formulation above, the objective of the study is to find out whether the use of Setting, Problem, Order of Action, Resolution, End (SPORE) strategy significantly improves the students' achievement in writing narrative text.

F. The Significances of the Study

The result of the study are expected to be useful and relevant theoretically and practically. Theoritically, this study is significant for and enriching the theory of teaching writing.

1. Theoretically for other researcher, who interested for getting prior information to do further related study and can prove this strategy more with different participant.
2. Practically, the findings are useful for
 - a. English teachers, who want to get source and information to enlarge their knowledge in teaching narrative text.

- b. Students, who want to improve their skill and stimulate them to improve their writing achievement.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. These important theories must be clear from the beginning in order to avoid ambiguity and misunderstanding that might occur in the process of getting a better inside of the scope of the study.

1. Students' Achievement in Writing

According to Penny says that achievement is concerned with how well a learner has done in relation particular course of programmer. They usually come at the end of programmers, and are deliberately based on the content covered in it.³

Based on explanation above, students' achievement is the success of students in finishing and gaining something through their skills, practice or perseverance. The achievement is based on cognition, affection and psychomotor of the students. In this study, writing is concerned with the psychomotorics aspect.

Achievement is useful to the teacher as well as for the learners, they indicate how well teaching has succeeded, and where improvements need to be made. Beside that for the students' achievement in writing narrative text, teacher must give the explain how to write about writing narrative. And what is the generic and language feature in writing narrative so that the students know about writing narrative text and get high score.

³Penny, (2008), *A Course in Language Teaching : Practice and Theory*, London: Cambridge University. P.292

2. Writing Narrative

2.1 Writing

Writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message type into a computer. On the other hand, writing is the mental work of investing ideas, thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. According to Hyland that Writing is learnt, not taught, and the teacher's role is to be non-directive and facilitating, providing writers with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference.⁴

According to Dirgeyasa that Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection.⁵ *Writing* in a wide sense is the act of putting letters, symbols, number or words on paper or computer screen and it is used to express and explain the idea. Harder defines it as follows "writing is the expression of language in the form of letters, symbols or words and the primary purpose of writing is communication."⁶

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transaction, persuade, infuriate, and tell what we fell. However, we know that writing or learning to write especially in a second

⁴Ken Hyland, (2002), *Teaching and Researching Writing*, England: Pearson Education, P.53

⁵Dirgeyasa, 2014, *College Academic Writing*, Medan: Unimed Press. P.xix

⁶<http://42explore.com/writing.htm> (Wedn, 5 Dec/2018(14:23))

language is not simply a matter of “writing things done”. It is one of the four basic skills (Listening, reading, speaking, and writing) that are very complex and difficult to learn. There are some characteristics of a good writing.

Q.S Al-Alaq : 4-5)

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meanings : “ 4. Who taught by pen 5. Taught man that which he knew not.”⁶

“God taught by the pen (what has been known to man before), and teach humans (without pen) what the unknown”

Based on the verses, Allah SWT explained that he taught human being by pen (*qalam*). Discovery of pen and writing are the greatest gifts from god. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important roles.

Rasulullah SAW bersabda:

الْعُلَمَقِيْدُو بِالْكِتَابَةِ

Transliterasi Hadits: QAYYYIDUL ‘ILMA BIL KITABATI.

Terjemah Hadits:

Kalian ikatlah ilmu dengan menuliskannya. – H.R. Ad-Darimi nomor 497.

Abu Hurairah Radhiallahu 'anhu berkata,

مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو، فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ

⁶Muhammad Muhsin,(2005), *The Nobel Qur'an English Translation of Meaning and the Commentary*, Madinah: King Fahd complex of the Holy Qur'an. P.45

"Tidak ada seorang pun dari shahabat Nabi Shallallahu 'alaihi wa Sallam yang paling banyak (meriwayatkan) hadits dari beliau (shallallahu 'alaihi wa Sallam) selain aku, kecuali dari Abdullah bin Amr, karena ia dahulu menulis sedangkan aku tidak menulis." (HR. Al-Bukhari no.113)

Asy-Sya'bi rahimahullah berkata,

إذا سمعت شيئا فاكتبه ولو في الحائط

"Apabila engkau mendengar sesuatu (dari ilmu) maka tulislah walaupun di atas tembok." (HR. Abu Khaitamah dalam Al-Ilmu no.146)

Ma'mar bin Rasyid rahimahullah berkata, "Aku menceritakan kepada Yahya bin Abi Katsir beberapa hadits. Maka ia berkata kepadaku, 'tuliskanlah untukku hadits ini dan hadits ini' Aku menjawab, "Sesungguhnya kami tidak menyukai menulis ilmu."

Ia berkata, "Tulislah, karena sesungguhnya engkau jika tidak menulisnya maka sungguh engkau telah menyia-nyiaikan (hadits tersebut)."

Abu Shalih Al-Farra' rahimahullah berkata,

"Aku bertanya kepada Abdullah bin Al-Mubarak tentang menulis ilmu. Maka beliau menjawab, "Seandainya bukan karena kitab (buku catatan ilmu,pen) niscaya kami tidak hafal." (As-Siyar 8/409).

Once again we see how the Koran early on to combine efforts and the help of god, mind and heart, thought and remembrance, faith and science. Intellect without heart make human-like robots, without any thought of remembrance made man like the devil. Faith without knowledge of thieves.

Al- Quran as a book of integrated, face, and treat their students with attention to overall human element, soul, mind, and physical. When Moses a.s. received a divine revelation, which makes him sink into spiritual situation, God jerking with questions realting to the condition of the material :

"Whether it is in your right hand, O Moses?"

Musa Conscious as he answered,

قَالَ هِيَ عَصَايَ أَتَوَكَّأُ عَلَيْهَا وَأَهُشُّ بِهَا عَلَى غَنَمِي وَلِيَ فِيهَا مَآرِبُ أُخْرَىٰ

Meaning:

“It is my staff, I recline on it and hit the (leaf) with him for my goats, besides other necessities”⁷

On the other hand, so that learners are not soluble in natural materials, Al-Quran using natural objects, as a tether to remind people of the presence of Allah. And that everything that happens-the size of anything-is under power, knowledge, and arrangement of God Almighty.

“Not a leaf was the fall but he knows, and do not fall a grain in the darkness of earth, nor anything wet or dry unless written in a clear Book (in the range of knowledge)”.

“You did not throw when you threw, but Allah (which confers the ability so) you can throw”

Indeed, the verses of the koran are woven fibers that form a Muslim's life, as well as the yarn being knitted his soul. Because it is often when the Qur'an speaks about the issues involved in one dimension or a particular aspect, suddenly another verse appears to talk about other aspects or dimensions at a glance seem unrelated. But for those who dilligently study it will find a harmonious relationship is very impressive, together with the harmonious relationship that combines the excitement, and the promptings of the human heart, which in turn dimension or aspect that had impressed chaotic, become intertwined and integrated beautifully, like a pearl necklace is not known where the tip base.

⁷Muhammad Muhsin, (2005), Ibid, P. 54

One of the goals of the Koran Pick systematic way, is to remind people- especially the Muslims – that the teachings of the Koran is an integrated unity that cannot be separated.⁸

A text or paragraph may these for to be understood as a visible division of the subject method. According to Boardman by the quotes there are three characteristics in writing a good text or paragraph, namely :

1) Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the types of paragraph you are writing. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

2) Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

3) Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like

⁸<http://bolehjadi2.files.wordpress.com/2019/12/dr-mquraish-shihab-ma-wawasan-al-quran.pdf>
(Fri/14/2018/ 13:30)

organization easy, but is smaller in space so it may be simpler to consider order as director. Thus order chronological steps to express the idea the written form.⁹

2.1.1 Writing Genre

Genre is a place occasion, function, behavior, and interaction structures. Genre are classified according to their social purpose and identified according to stages the moved through to attain their purposes. According to Wignell there are many kinds of genre namely :

- 1) Spoof Text is to retell an event with humorous twist.
- 2) Reports Text is to describe the way things are, with reference to a range of natural, man- made, and social phenomenon in our environment.
- 3) Analytical Exposition Text is to persuade the readers or listeners that something is the case.
- 4) News Item Text is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
- 5) Anecdote Text is to share with others and account for unusual or amusing incident.
- 6) Description Text is to describe a particular person, place, or things.
- 7) Hortatory exposition Text is to persuade the reader or listener that something should or should not be the case.

⁹Dr. Pongkas Dos,Poland.IOSR *Journal Of Humanities and Social Science* (IOSR-JHSS). International Organization of Scientific Research (IQSR). (Volume 19, Issue 1, Ver.XII, e-ISSN : 2279-0837, p-ISSN:2279-0845.(10 Jan.2019/ Thrus 16:21) .P.57

- 8) Procedure Text is to describe how something is accomplished through a sequence of action steps.
- 9) Discussion Text is to present two points of view about an issue.
- 10) Explanation Text is to persuade the reader or listener that something should or should not be the case.
- 11) Review Text is to critique art of work or event for a public audience.
- 12) Narrative Text is to amuse, entertain and to deal with actual or vicarious experience in different ways, it deals with problematic in different events which lead to a crisis of turning points of some kinds, which finds a resolution.¹⁰

In other words, to be more concentration to the effective of using of language in written text, it is better organized based the using of genre. To make the next or paragraph the thing of remember is the characteristics in writing. Understand the meaning of coheren, cohesion and unity. So, when writing a text we should make sure that we start a new paragraph when we move to a new point, or to a new development of an existing point. A good test for whether or not to begin a new paragraph is whether we could invent a heading for it.

2.1.2 The Writing Process

Writing in its broad sense as distinct from simply putting words on paper has three steps : thingking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure). The first step, “ thinking,”

¹⁰Gerrot,Linda., & Wignell Pater, (1994)*Making Sense of Fundantional Grammar*, Cammeray : Antipodean Educational Enterprises. P.17

involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, “doing,” is usually called “drafting” ; and the third, “doing again, “ is “revising.” The next several chapters take a brief look at these steps of the writing process. They’re not really “steps,” not in the usual sense anyway. You don’t write by (1) doing all you’re thinking, (2) finishing a draft, and then (3) completing a revision.

Actually you do all these things at once. If that sounds mysterious, it’s because writing is a complex activity. As you think about a topic you are already beginning to select words and construct sentences- in other words, to draft. As you draft and as you revise, the thinking goes on : you discover new ideas, realize you’ve gone down a dead end, discover an implication you hadn’t seen before,. It helpful to conceive of writing as a process having, in a broad and loose sense, three steps. But remember that you don’t move from step to step in smooth and steady progress. You go back and forth. As you work on a composition you will be, at any given point, concentrating on one phase of writing. But always you are engaged with the process in its entirety. ¹¹

The stages of writing process as following :

- 1) Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining and gathering information.

¹¹Thomas S.Kane, (2000), *The Oxford Essential Guideto Writing. United State of America* : the Berkley Publishing Group.P. 17-18

- 2) Drafting occurs when you put your ideas into sentences and paragraph. Drafting is all about being pulled into your topic and letting it carry you along right behind.
- 3) Sharing means just what it says : sharing your work with other people and getting some feedback about how you're doing.
- 4) Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectation. The documents become reader – centered.
- 5) Editing means many things to many people. But here it means only one thing : taking care of any problems you have with writing conventions like spelling, punctuation, grammar, and usage.
- 6) Publishing is your chance to prepare your writing in a way that will best reach your audience. According to Utami Dewi from her book publishing means different things depending on the piece you're working on.¹²

2.1.3 The Purpose of writing

According to Penny Ur “the purpose of writing, in principle is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing. It means that every writer have some purpose before do it writing. They have to consider the purpose of their writing, since this will influence not only the type of text they wish to produce, but including the language which they use, and the information that they

¹²Dewi Utami, (2011), *How to Write*: Medan: La- Tansa Press, P. 2.

choose. In addition there are really only four common purposes in writing they are : to inform, to explain, to persuade, to entertain.¹³

1) Writing to inform

When you write to inform, your goal is to give your audience information they don't already have. In this case, your job is to report facts, not provide your thoughts on the subject. An example of an informative essay might be one that focuses on three types of dog breeds. If you are asked to include research in your informative essay, choose reputable resources that provide facts, not opinions.

2) Writing to persuade

When you write to persuade, your goal is for your audience to take action or at least, to want to take action based on what you've written. An example of a persuasive essay might be one in which you persuade your audience to vote for your chosen presidential candidate. If you are asked to include research in your persuasive essay, your thesis statement should let the audience know what you want them to do, and the researcher you provide in your essay should explain why.

3) Writing to Explain

When you write to explain, your goal is to help your audience understand a process or situation. An example of writing to explain might be an essay in which you explain to your audience how to bake a birthday cake.

¹³Penny Ur, (1996), *A Course in Language Teaching: practice and theory*, london: cambridge university Press..P.163

If you've been asked to explain how to do something, choose a process you know well and are interested in.

4) Writing to entertain

When you write to entertain, your goal is to provide an emotional experience for your audience. An example of writing to entertain might be an essay in which you tell about your most embarrassing moment, or recount your most memorable vacation.

2.2 Narrative Text

In this research, the writer focused on the narrative text and narrative text is often called a "story grammar". This term refers to the different elements the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem. Narrative include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktale, fables, mysteries, humor, historical fiction, plays, and real-life adventures. For example, fables are short stories with a typical story grammar but with the addition of a moral.

Narrative text through explain about a story, and the story meant to entertain the reader. In the text narrative story there is always a conflict that makes the story of narrative text to be interesting and narrative text also aims to educate, inform, convey a reflection on the experience of the author, and are no less important is to develop the imagination of the reader or the listener. And narrative text has the generic of it :

1) Orientation

Orientation (introduction). The first paragraph is called orientation because the paragraph is about aspects of 5W 1H (What, Why, Who, When and How) to be revealed about the events and all participants. In this story and in the first paragraph it clearly states that the participants. In this story and in the first paragraph it clearly states that the participants are the hare and the tortoise who live in once time, the rabbits were arrogant because they feel the fastest animal in the forest, and the turtle slow but humble.

2) Complication

Complication is problem that arise in the story and the main character in the story overrides. Contains a description of the appearance of a crisis or problems experienced by the characters in the story that must be solved. It triggers the chain of events that influences what will happen in the story. From the second, third, and forth paragraph, we see that the major complication is set by the arrogant hare. In the first scene, hare and his supporters tried to humiliate tortoise while in the same time the tortoise was practicing hard. Because hare thought it was safe, he took a nap, but that was his big mistake.

3) Resolution

Resolution is where the problem in the story is solved. The problem is finished, well “happy ending” or worse “bad ending”. Ending of this story is happy ending, the story of hare and tortoise is closed with the scene of tortoise

winning the race. It was a bad and sad ending for hare but it was the victory of tortoise and happy ending for tortoise.¹⁴

In Fitzpatrick states the narrative text is concerned with events that take place in time. The emphasis is usually on the action, on the connected series of events that take place in chronological order. Of course description is often include in narrative text in order to present the action in the most vivid terms. Organize narrative text chronologically, since narrative text seldom use topic sentences begin with a sentence that gets the action started.

As Fitzpatrick asserts that writing should consider the organization of writing narrative text as follow as :

1) Language Focus

In narration, rely on various adverbs of manner, time signals, time clauses, tenses, and time frames. Adverb of manner adverb of manner tells how events happen or how behave. For example slowly quickly.

2) Time Signals

According to Fitzpatrick states that when read a story keep track of the events by placing them on a mental time- what happened first, second, next, and after that.

3) Time clauses

Time clauses are useful when writing narration because it shows time relationships, for example as while, when, etc.

¹⁴Karen R.Harris and Steve Graham, (2007), *Teaching Reading Comprehension to Students with Learning Difficulties*. US, New York: The Guildford Press. P. 92

4) Tenses and Time Frame

In Fitzpatrick point put that a narration, tell the story in the past time frame work however it can be used the present or future time frame in a story if it need to. For example the introduction of narration might be a general statement in the simple present or future.

5) Free writing

Free writing is writing about a topic for a fixed period of time without worrying about grammar, spelling or organizing. The purpose of free writing is to explore a topic and gather ideas.

6) First Draft

Write the first Draft. After writing put the draft away for a while before review it.

7) Revising

Every time review the paper, than get a clearer idea of what needs to be revised.¹⁵

3. Student's Achievement in Writing Narrative Text

In writing narrative text, students should be able to write their text based on the generic structure. They also have to organize their writing well and use a good grammar. Here are some indicators that should be achieved by the students in Writing narrative text, they are:

- 1) The students are able to identify the generic structure of narrative text.

¹⁵Fitzpatrick, (2005), *Practical English Language Teaching*7, New York:Cressent. P. 52

- 2) The students are able to write a narrative text well based on generic structure explained before, these are about orientation, complication, and resolution by their own words.
- 3) The students are able to identify language use and grammatical features and able to write narrative text by using these other character of narrative.
- 4) The students are able to use good spelling or correct words in writing the narrative text.

3.1 Cooperative Learning

According to Jack C. Richard and Willy A. Renandya say that with cooperative learning students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and helpfulness in the groups and the active participation of all members.¹⁶

Most of teachers do not apply the cooperative learning in the classroom because of many reasons. The main reason is the curiosity of chaos, crowded, and uncontrolled situation in the classroom. It was happened because the misiinterpretation of cooperative learning itself. The model of cooperative learning is not similar with other usual group work.

¹⁶Jack C.Richards and Willy A.Renandya, (2002) , *Methodology in Language Teaching* (New York:Cambridge University Press.P.52

But, cooperative learning is a successful teaching strategy in small team, which every student have a different level of ability, use a variety of learning activities to improve their understanding of subject.

There are some basic elements of cooperative learning which make cooperative learning different from other usual group work. Their methods emphasize four elements, they was given by Robert E.Slavin :

- 1) Face-to-face Interaction is students work in four-to-five member groups.
- 2) Positive Interdependence is students work together to achieve a group goal.
- 3) Individual Accountability is students must show that they have individually mastered the material.
- 4) Interpersonal and Small-Group Skills is students must be taught effectively, how to work together and discuss how well their group work to achieve their goals.¹⁷

So, cooperative learning more effective than traditional debate or individual study methods in increasing retention of information, changing attitudes, and other outcomes.

4. Strategy

4.1 Definition of Strategy

In teaching english, teaching strategy can influence the result of teaching.

Actually, many strategies of teaching that can be applied in the class room. The teacher who want to deliver the lesson in front of class should be able to choose the best strategy interest in following the lesson. For example two stay two stray

¹⁷Slavin, Robert E, (1995), *Cooperative Learning Theory, Research and Practice*, Boston, MA:Allyn and Bacon. P.127

strategy, jigsaw strategy, roundtable strategy, everyone is a teacher, SPORE strategy, etc.

Without choosing an appropriate strategy in teaching the lesson, it of course, can make the students to be upset. That is why teacher must be able to choose a suitable strategy in teaching. Learning strategy is to note the teacher in the learning process.¹⁸

W.Gulo said in his book, in doing a particular strategy is very important series of teaching method. The whole of method including media of education is used for described strategy in teaching learning. So, strategy means a plan of operation achieving something. Method of teaching is include in plan of activities or strategy.¹⁹

4.2 Strategy In Islam Perspective

In islam, using strategy in teaching learning process.

QS An-Nahl: 125

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ

Meaning :

“Invite to the way of your lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your lord is most knowing of who has

¹⁸Hamzah B.Uno, (2011), *Perencanaan Pembelajaran*, Jakarta : Bumi Aksara.P 45

¹⁹W.Gulo, (1993), *Strategi Pengajaran dan Pembelajaran Bahasa*, Bandung : Angkasa. P. 2

strayed from his way, and he is most knowing of who is rightly guided QS An-Nahl: 125.²⁰

From the verse about, Allah asked man to give a lesson by wisdom, wisdom means the way or strategy. By choosing right strategy, it can help the teacher to make teaching learning process well.

Strategy are specific methods or approaching a problem or task, modes of operation for achieving a particular and, planned design for controlling and manipulating certain information.

According to Syaiful Bahri and Aswan Zain their book “ Strategi Belajar Mengajar” explain about four basic of strategy in teaching learning as follows.²¹

- a) To identify, determine of specification and qualification of behavior of change.
- b) To choose the approach of system in teaching learning.
- c) To choose the procedure, method and the technique in teaching learning process.
- d) To apply of form and activity successful of criteria in teaching learning.

According to the explanation above the writer can conclude the strategy is a planning and strategy is also the same as technique. In this research the writer choose SPORE strategy that using to teach and according the writer this strategy is effective to teacher narrative text.

²⁰Muhammad Muhsin,(2005), Opcit, P.76

²¹Syaiful Bahri Djamarah dan Aswan Zain, (1995), *Strategi Belajar Mengajar*, Banjarmasin PT.Rineka Cipta.P.5

4.3 Setting, Problem, Order of Action, Resolution, End (SPORE) Strategy

SPORE is a strategy in teaching that strategy in teaching that has a sequence to help to organize ideas to write stories. According to Brookes that the SPORE strategy is used to help write stories, book summaries, or any other assignment that require you to create detailed descriptions of people and events. With this strategy, the students will construct a story web. In the center of the web is a circle in which you write the title of the story, chapter, or book that you are reviewing. Then, the students will draw five circles radiating from this center circle. Each of these five circles should contain one of the parts of the SPORE strategy. Fill in each circle with phrases or words. Do not use complete sentences. The students will write complete sentences at a later time when you write your paper from this story web. The idea of the story web is to get all the information down in an organized manner so that you can expand on the information when you actually write your paper.

4.3.1 Steps in the *SPORE* Strategy Writing Process

According to Brooke that the steps in the SPORE writing process are :

1)Setting

- a. Write the title of the paper in the center circle.
- b. Draw a line from the center circle. Make a smaller circle and write the word setting in it.
- c. From this circle, draw lines to smaller circles where you list the who (people), what (animal,events), where (place), and when (times) in the story.

- d. Fill in as much detail as you will need to use when writing your paper.

2) Problem

- a. Make another circle and write the word problem in it.
- b. Think of the major problems that will occur in the story.
- c. Analyze the who, what, where, and when in relation to the problem.

3) Order of action

- a. Make another circle and write the words order of action in it.
- b. List all the events that you want to include in the story.
- c. Number these in the order in which they will happen.

4) Resolution

- a. Make another circle and write the word resolution in it.
- b. Describe how the problem will be solved.

5) End

- a. Make the last circle and write the word end in it.
- b. Identify how the story will be wrapped up. Describe what happens to the various characters.
- c. Review the story web and reread what you have written in each circle so that you can see if you have an organized story, if you have enough detail, and if there are no unrelated ideas.
- d. Now you are ready to write your paper. Write complete sentences for each of the words and phrases in each of the circles of your story web.

As you write sentences, check off the items in the circle to make sure that you have included everything in your story.²²

4.4 The Advantages and Disadvantages of *SPORE* Strategy

The advantages of *SPORE* Strategy for students are

- 1) They will be easy to write a narrative story web they construct.
- 2) Student will be easily to write story coherently because they had thought about the sequence of the story in the web story, after that they just construct the word and write a good story.
- 3) It is useful to relate the vocabulary they learn with the topic of their story.

The disadvantages of *SPORE* Strategy for students are :

- 1) Not easy to write a narrative story web they construct.
- 2) Students may be bored because it doesn't use any media.

B. Related Study

1. "Improving Students' achievement in writing narrative text through *SPORE* Strategy" By Reski Hayati of STKIP Siliwangi Bandung.²³

SPORE Strategy can accommodate students in constructing concepts in a fun and interesting way that performed continuously in a planned manner. Formulation of the problem in this study is whether the *SPORE* strategy can improve the students' achievement in writing and how is a profile of students achievement writing by applying *SPORE* Strategy. The strategy used is a

²²http://www.thestudentroom.co.uk/university/guides/oxford-brookes-university?gclid=Cj0KCQiAtvPjBRDPARIsAJfZz0qr98F9DXTMn6KVTfisOQ3a8WjTXOfVMphbf-Rak16gyhxlTrrlo8waArXZEALw_wcB (Mond/4/2019 22:10)

²³Sriwijaya University Learning and Education-International Conference 2014. Faculty of Teacher Training and Education, Sriwijaya University, Palembang, May 16-18, 2014.

quasi-experimental strategy. The instruments used are test, observation, questionnaires, and interview. To answer the problem formulation above, the writer observes the students and teachers who use SPORE strategy in writing narrative text, as well as developing teaching learning models. The population is the students of class XI of SMK Negeri 2 Cimahi and the sample are students of the Mechatronics consisting of 2 classes. Data collection and processing results indicate that the students of class XI of SMK Negeri 2 Cimahi Mechatronics before treatment can not do SPORE Strategy in writing. But after being given treatment by applying spore strategy, students are able to write. Thus the conclusion is SPORE Strategy can improve students' achievement in writing narrative text.

2. The Effectiveness of SPORE Strategy on Students' Learning outcomes at class XI IPA 2 of Senior High School 5 South Konawe on the Subject of Colloid System" By Maysara of hemistry Education Study Program, Halu Oleo University, Kampus Bumi Tridharma.²⁴

This study was aimed to know the effectiveness of learning through SPORE Strategy. Sample of this study were students at class XI IPA 2 in Senior High School 5 south Konawe with the total number of students were 20 students. Strategy of the study used is pre-Experiment with One-group Pretest Posttest Design. Technique of data collection was done by administering research instruments in the form of multiple-choice questions, observation sheets, and questionnaires. Result of this study showed that the implementation

²⁴Maysara, "The Effectiveness of SPORE Strategy on Students' Learning outcomes at class XI IPA 2 of Senior High School 5 South Konawe on the Subject of Colloid System" Thesis (Education Study Program, halu Oleo University, Kampus Bumi Tridharma, 2016)

of problem in SPORE Strategy on the subject of colloid system is effective with the N-gain score was 0,64 and students' chemistry learning outcomes was increased with the mean score is 76.

3. SPORE Strategy for Improved The Learning Achievement of Students” By Nurlaelah of Lecturer, Departement of Tarbiyah, Islamic Education Program Study of Islamic Faculty, Muslim University of Indonesia and Martini of Lecturer, Department of Tarbiyah, Islamic Education Program Study of Islamic Faculty, Muslim University of Indonesia.”²⁵

The problem in this research is the low activity of learning and learning outcomes from students in the subject of IPS 2 as the sample, so that the formulation of the issues examined are 1) Does the application of the SPORE strategy on learning IPS 2 can improve students' learning activities. This study aims to improve learning achievement IPS 2 courses on aspects of the activity and student learning outcomes. Method: This type of research is classroom action research (CAR) carried out with 2 cycle. Stages of research include; planning, observation, and reflection. The data obtained in this study was the observation of learning activities and learning outcomes of students in the students in the subject of IPS 2. Results; recapitulation of the average of learning activities in the first cycle was 63.8 %, and the second cycle was 89.34%. It's showed that the students' learning activities have increased. Average student results in the first cycle was 42.22 % and the second cycle was 71.04%. This

²⁵Nurlaelah of Lecturer, Department of Tarbiyah, Islamic Education Program Study of Islamic Faculty, Muslim University of Indonesia and Martini of Lecturer, Department of Tarbiyah, Islamic Education Program Study of Islamic Faculty, Muslim University of Indonesia, 2017

shows that the results of the student learning in subject IPS 2 increased. Conclusion: Based on the recapitulation of learning activities and learning outcomes of students with the application of problem based learning methods can be concluded that the absorption of the achievement of a minimum completeness value (71.04%). Thus concluded that the application of the SPORE Strategy can improve learning outcomes and learning activities of students learning in class C1 IPS 2 Prodi FAI-UMI Makassar.

C. Conceptual Framework

Writing is one the communication process that should be acquired by students. By writing, they will get more information, knowledge and science. Students should be motivated book as much possible with good comprehension and interpretation to make learners understand about what the teacher said is very difficult.

According to Harmer that writing encourages students to focus on accurate language use because they think as they write; it may well provoke language development as they resolve problems which the writing puts into their minds. When writing, students frequently have more time to think than they do in oral activities. Students can go through what they know in their minds and event consult dictionaries, grammar books, or other reference material to help them.²⁶

²⁶Harmer, Jeremy Lyman , (2003), *The Practice of English Language Teaching* , Harlow: Longman. (3th Ed). P.67

Actually there are many ways to solve the problems above in improving their skill in writing. There is one way to solve the problem with suitable method in using in the classroom is SPORE Strategy.

Lyman on his research had shown that cooperative learning gives the benefit to the students, that is to promote student learning and academic achievement, increase student retention, enhance student satisfaction with their learning experience, help students develop skills in oral communication, develop students' social skills, promote student self-esteem, help to promote positive race relations²⁷

Based on the explanation above, the writer is interested in conducting a research about the improving the students' achievement in writing narrative text by applying SPORE strategy. Writing is a process of transferring ideas into symbols such as letters, words, phrases, sentences, and paragraph involving certain rules of grammar, spelling, punctuation and the other elements in the language. Writing is very important because through writing people can share their ideas or knowledge into a written text to the others, from one generation to the next .

Writing is very crucial in human's life. Writing gives us ability to record and communicate our experience and knowledge. Narrative text is a kind of writing which amuses, entertains people, and deals with actual or vicarious experience in different ways.

²⁷<http://edtechkennesaw.edu/intech/cooperativelearning.htm> (Mond/04/2019 23:20)

SPORE is acronym for Setting, Problem, Order of Action, Resolution, and End. SPORE is a strategy that helps the students in writing narrative text because the strategy helps students to organize their idea to write stories. SPORE strategy is very helpful for gathering details and organizing ideas to compose a narrative text.

D. Actional Hypothesis

Based on the explanation of the theoritical and framework of thought above, the hypothesis of this research is the students' achievement in writing narrative text can be improved by applying SPORE strategy.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was applied by Classroom Action Research (CAR). Classroom Action Research is utilized because it aims to improving outcomes of teaching and learning. CAR is a kind of research which was conducted during the learning process it aims at overcoming various real problems to improve the learning process quality in the class.²⁸

Action Research is a form of self self-reflective enquiry undertaken by participants (teacher, students or principals, for example) in social (including educational) situation in order to improve the rationality and justice of (1) their own social or educational practices their understanding of these practice, and (2) the situation (and institution) in which the practice are carried out.

Characteristics of Classroom Research parallel those introduced in Classroom Assesment learner-centered, teacher-directed, context-specific, and continual, plus some others are introduced here.

Classroom action research is a class contextual research activities carried out to solve the problems faced by the teacher learning, improve the quality and outcomes of learning and trying out new things in order to improve the quality of teaching and learning outcomes. Classroom action research can be done individually or collaborative.²⁹

²⁸Chandra Wijaya dan Syahrums, (2012), *Penelitian Tindakan Kelas*.Medan: Cipta Pustaka.P.39

²⁹Diana rahmawati, *Penelitian Tindakan Kelas*, accesed on February 2019 retrieved from

Classroom Action Research will be helped the teacher be more aware of the process in this research. Classroom action research is cyclical or spiral process involving step of plan, action, observation, and reflection of these activities being systematically and critically. Therefore it should be done by teacher on their classroom.

B. Research Subject conducted

The subject of this research was the first year students of MAS AL WASHLIYAH 22 TEMBUNG the sample of the research was one class, which consists of 34 students. The study was conducted based on the action research design in order to know the improving the students achievement in writing narrative text by SPORE strategy.

The researcher was use the sample based on purposive sampling technique. Purposive sampling is the sample unit was contacted and adapted the specific criteria applied by objective research.³⁰

The researcher chooses this class because she found that those students had some difficulties in writing narrative text, so that it needs to be improved their achievement in writing Narrative text.

C. Setting of Research

This research was conducted at MAS AL WASHLIYAH 22 TEMBUNG Kec. Medan Tembung. The subject of this research are the students of Eleventh

<http://staff.uny.ac.id/sites/default/files/pengabdian/diana-rahmawati-msi/penelitian-tindakan-kelas.pdf>

³⁰Syahrum and Salim, (2013), *Metodologi Penelitian Kuantitatif*. Bandung; Citapustaka Media.P.118

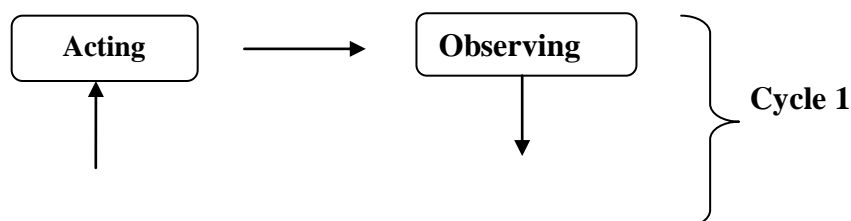
Grade of MAS AL WASHLIYAH 22 TEMBUNG in academic year 2019-2020. This subject consist of 34 students. It is located at Jl.Besar Tembung No.72. Kec. Medan Tembung . The Researcher chose this school because of some reason. Those are:

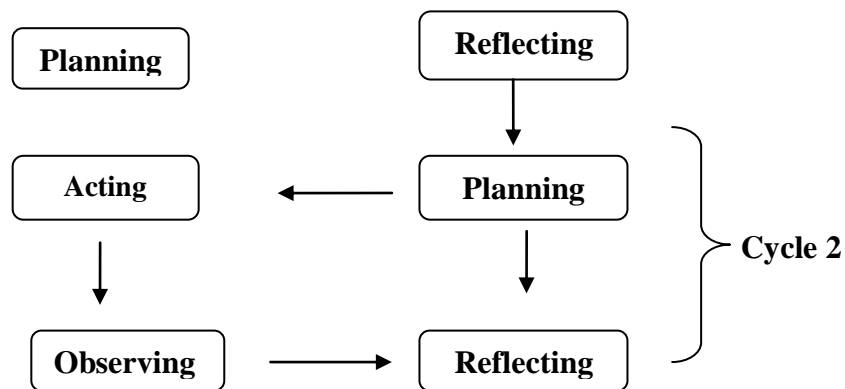
1) The problem of research is found in this school. 2) The same title has not been done before. 3) The writer wanted to improve students achievement in that school especially in writing skill. The researcher was conduct the research in August until September 2019.

D. Procedure of Research

The procedures of data collection were performed by administrating for six meetings and for to cycles. Each cycle was consisted of three meetings. Each cycle contained four steps which are planning, action, observation and reflection. There was pre-test before conducted the cycle in order to get the background situation of teaching learning in the classnand the information of students' knowledge in writing narrative text. At the end of teaching learning process in each cycle, the writer was also conducted a test to see the improving students' achievement in writing narrative text.

Table 3.1 Cycle I in Classroom Action Research





The Procedure of this action research as follows :

Cycle I

1. Planning

Planning is arrangement for doing something. In planning the researcher prepared everything that is need in teaching learning process. Some preparation in planning phare were :

- (1) Making a lesson plan.
- (2) Preparing the facilities and media that will be used in teaching-learning.
- (3) Preapring the interview and observation sheet that will be used to know students' reaction and class condition as a whole, and also to see the development the exist since will be applied by SPORE Strategy.

2. Action

Action is implementation of subject that researcher has planned. It was the difficulty which face by students in doing the exercise. Researcher maked the teaching programmers and also SPORE strategy of teaching that will be used to teach writing narrative text. After that, researcher gave post test about the lesson they have learned.

3. Observation

The observation was done in the classroom while the teaching learning process was run. The collaborators observed the situation occurred during the teaching learning process. From the observation sheet and diary notes, the writer will be able to see the weather result is good or not. The researcher was seen the overall condition occurred during the instruction, including the obstacles and the students' responds.

4. Reflection

Reflection is the feedback process from the action that has been done. It is very necessary to help the researcher to make decision what to do or to revise. Reflection had evaluative aspect to effect of spacious issues and suggested to handle it. The researcher took the feedback of this teaching and learning process from the result of the observation. Dealing with the purpose of the researcher to improve students' achievement in writing narrative text, the researcher reflected on everything that she have done and make conclusion.

Cycle II

The cycle II is done if the researcher finds there were many problems in the cycle I. In this cycle, the researcher does activities that have been designed based on the result of the reflection in the cycle I. The researcher was improve the weakness found in cycle I and was maintained the supporting activities of the students' achievement in writing narrative text.

There were still many students who didn't get improvement of score. To make the class quieter and more active, the researcher will be helped by the collaborator controlling the students' activities. The researcher make planning was applied in the action in which they was applied by SPORE strategy. In second cycle, it is expected that student' achievement will get better than that before.

E. Technique of Colleting Data

1. Interview

There are two kinds of interview which are used. They are; structure and unstructured. The interview was conducted to both english teacher and students who are the subjects of teaching learning process. The interview is about the achievement in writing narrative text and strategy at MAS Al washliyah 22 Tembung.

2. Questionnaire

The researcher uses questionner to ask students achievement in writing narrative text and strategy in english teaching learning process.

3.Observation

Observation is a sort of guidelines use to obtaine of information concerning the activities done by the students during the teaching and learning process in the class. Observation will be use to check whether the students do the scenario they are suppose to do in the accelerate learning approach planed and whether they were and entheusiastic, a sign of being highly motivate, in doing activities. The observation is given to the collaborator who will obser and tick the students' achievement during the teaching and learning process.

4. Test

Writing test narrative text. Students were given writing task at the end of each cycle. This writing test is aimed to get result or information about increasing the students' achievement in writing narrative text by applying SPORE Strategy. Test was a list of five circle that is used to measure the creativity achievement in studying. The researcher uses written test to measure and know the achievement of students' in applying SPORE strategy in narrative text. The test contains of 5 circle include Setting, Problem, Order of Action, Resolution, End), that must be wrote by the students. And the content of written text should be appropriate or arrangement based on the 5 circle in SPORE strategy that researcher giving in the test.

5. The Scoring of Writing

To know students' achievement in writing narrative, there were some criteria that must be considered. According to Hyland, there were five components of scoring students' writing, namely content, organization, vocabulary, language use, and mechanics.³¹ The detailed description of each component on scoring students' writing would see as follows:

1. Format and Content

Table 3.2 Score of Format and Content was 40 point

³¹Hyland, K. 2003. *Second language writing*. London: Cambridge University Press

Level	Criteria
31-40	EXCEILLEN TO VERY GOOD : Fulfills task fully; correct convention for the assignment task; features of chosen genre mostly adhered to; good ideas/good use of relevant information; substantial concept use; properly develop ideas; good sense of audience
21-30	GOOD TO AVERAGE: Fulfills task quite well although details may be underdeveloped or partly irrelevant; correct genre selected; most features of chosen genre adhered to; satisfactory ideas with some development; quite good use of relevant information; some concept use; quite good sense of audience
11-20	FAIR TO POOR: Generally adequate but some inappropriate, inaccurate, or irrelevant data; an acceptable convention for the assignment task; some features of chosen genre adhered to; limited ideas/moderate use of relevant information; little concept use; barely adequate development of ideas; poor sense of audience
1-10	INADEQUATE: Clearly inadequate fulfillment of task; possibly incorrect genre for the assignment; chosen genre not adhered to; omission of key information; ignores

	relevant information; inadequate development of ideas; poor or no sense of audience
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2.Organization and Coherence

Table 3.3 Score of Organization and Coherence was 20 point

Level	Criteria
16-20	EXCELLENT TO VERY GOOD: Message followed with ease; well organized and through development through introduction, body, and conclusion; relevant and convincing supporting details; logical progression of content contributes to fluency; unified paragraphs; effective use of transitions and reference
11-15	GOOD TO AVERAGE : Message mostly followed with ease; satisfactorily organized and developed through introduction, body and conclusion; relevant supporting details; mostly logical progression of content; moderate to good fluency; unified paragraphs; possible slight over- or under-use of transitions but correctly used; mostly correct reference
6-10	FAIR TO POOR: Message followed but with some difficulty; some pattern of organization – an introduction, body, and conclusion evident but poorly done; some

	supporting details; progression of content inconsistent or repetitious; lack of focus in some paragraphs; over- or under-use of transitions with some incorrect use; incorrect use of reference
1-5	INADEQUATE : Message difficult to follow; little evidence of organization – introduction and conclusion may be missing; few or no supporting details; no or incorrect use of transitions; lack of reference contributes to comprehension difficulty

3.Sentence Construction and Vocabulary

Table 3.4Score of Sentence Construction and Vocabulary was 40 point

Level	Criteria
31-40	EXCELLENT TO VERY GOOD: Effective use of a wide variety of correct sentences; effective use of transitions; no significant errors in agreement, tense, number, person, articles, pronouns and prepositions; effective use of a wide variety of lexical items; word form mastery; effective choice of idiom; correct register
21-30	GOOD TO AVERAGE: Effective use of a variety of correct sentences; some variety of length; use of transitions with only slight errors; no serious recurring errors in agreement,

	<p>tense, number, person, articles, pronouns and prepositions;</p> <p>almost no sentence fragments or run-ons; variety of lexical items with some problems but not causing comprehension difficulties; good control of word form; mostly effective idioms; correct register</p>
11-20	<p>FAIR TO POOR: A limited variety of mostly correct sentences; little variety sentence length; improper use of or missing transitions; recurring grammar errors intrusive; a limited variety of lexical items occasionally causing comprehension problems; moderate word form control; occasional inappropriate choice of idiom; perhaps incorrect register</p>
1-10	<p>INADEQUATE: A limited variety of only on simple short sentences; improper use of or missing transitions; many grammar errors and comprehension problems; frequent incomplete or run-on sentences; a limited variety of lexical items; poor word forms</p>

6. Diary Notes

Diary notes : these instrument recorded events in terms of narrative writing. Diary notes are can describe general to get information or data about the condition and situation of the students' activity during learning process.

7. Documentation

Documentation is anything written that contains information serving as proof. According to syahrur and salim in their book, documentaion is all of datas are collected and interpreted by researcher and they also was supported by some medias such as : photos, diary notes which will be related to research focusing.

F. Technique of Analyzing Data

The technique of analyzing the data of this research was applied by using qualitative and quantitative data.

1. Qualitative data taken from the interview sheet, observation sheet, and diary note were to describe the situation during the teaching and learning process.

2. Quantitative data taken from the students' writing test score were to analyze the improvement of the students' writing achievement in each cycle. The component of writing test consisted of generic structure and grammatical feature.

The know the means of students' scores in each cycle, it was applied the following formula by research :

$$\bar{X} = \frac{\sum X}{N} \times 100 \%$$

\bar{X} = The mean of the students

$\sum x$ = The total score

N = The number of students

Next, to categorize the number of the students who passed the test successfully, it was applied the following formula by researcher :

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = The percentage of students who got point 75

R = The number of students who got point 75 above

T = The total number of students who took the test

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The data of the study consisted of 2 kinds. They were : quantitative and qualitative data which were taken from the second years students of MAS AL-Washliyah 22 Tembung. The subject of the research was one class which consisted of 34 students. The research was accomplished in 2 cycles. Every cycle consisted of 4 steps of action research, namely : planning, action, observation, and reflection. Cycle 1 consisted of orientation test and 3

meeting. Meanwhile, cycle 2 consisted of 2 meetings. Therefore, there were 6 meetings altogether.

1. The Quantitative Data

There were 3 kinds of test. They were: test score 1, test score 2, test score 3. The test score 1 was done in the first meeting of cycle 1. It was done by asking the students to write narrative text in order to measure or to know the students' basic skill in writing narrative text before getting treatments. Meanwhile, the test score 2 and test score 3 were done in order to measure or to know students' achievement or progress in writing narrative text after getting treatments. The test score 2 was done in the end of cycle 1, and the test score 3 was done in the end of cycle 2.

The result of the students' writing score can be seen the following table :

Table 4.1 Students' writing Score during Six Meeting

No	Initial Name	Test score 1	Test score 2	Test score 3
1	AS	67	75	82
2	AP	50	60	82
3	AJ	45	55	70
4	AY	61	75	86
5	DA	50	60	88

6	DG	50	60	85
7	ED	83	90	95
8	EF	79	90	92
9	FM	78	80	94
10	GW	50	60	83
11	KP	50	65	80
12	KS	85	90	95
13	KA	45	60	70
14	LP	35	55	70
15	MF	61	70	85
16	MR	62	68	70
17	MS	64	70	78
18	NJ	45	55	70
19	NS	45	55	70
20	OA	45	55	70
21	MA	40	65	75
22	RS	78	85	96
23	RA	50	65	75
24	RL	79	85	96
25	RP	40	50	76
26	SA	50	60	85
27	SP	61	70	81

28	SS	59	75	90
29	SZ	50	65	83
30	TD	77	85	90
31	VY	40	50	75
32	WH	45	55	70
33	WZ	45	55	70
34	YM	68	75	87
	Total	1932	2288	2764
	Mean	56,8	67,2	81,2

In cycle, the first meeting was the test score 1; the second and the third meeting were treatments. The students were treated narrative writing by Spore Strategy. And the fourth meeting the test score 2. In cycle 2, the fifth meeting was treatments. The students were treated narrative writing again by applying Spore strategy, and the sixth meeting was the test score 3.

The result of the students' test score showed that the students got improvement can also be seen from the mean of the students from the test score 1, test score 2, and test score 3 (see Appendix 3). The result of the students' test score and the mean can be seen in the data analysis.

2. The Qualitative Data

The qualitative data were obtained from the observation sheet, interview sheet and diary notes.

1. Observation Sheet

Observation sheet was used to measure the level of the students' activities during teaching learning process including students' activities and behavior, and interaction between teacher and students. It was filled in the end of each cycle by the English teacher as a collaborator of this research. (see Appendix 8)

2. Diary Notes

Diary notes were used record all activities, conditions, problems and progress happened during teaching-learning process. Diary notes were written by the writer in every meeting. Diary notes consisted of 6 notes which were taken from the first meeting until the sixth meeting (See Appendix 13)

3. Interview Sheet

The interview sheet consisted of 3 kinds. They were : interview sheet 1 (see Appendix 8), interview sheet 2 (see Appendix 9), and interview sheet 3 (See Appendix 10). Interview sheet 1 was given to the students in the first meeting of cycle. It was used to know the student's problem, opinions, and interest about studying English and narrative writing before they got treatment. Interview sheet 2 was given to the students in the last meeting of the cycle 2. It

was used to know the students' comments, responses, and interest about Spore strategy taught by the writer after they got treatment. Interview sheet 3 was given to the collaborator (the English teacher) in the last meeting of cycle 2 in order to know the teacher's opinions, comments, responses or interests about spore strategy taught by the writer.

B. Data Analysis

1. Analysis of Cycle I

The students' test score showed the significant improvement on the students' narrative writing. The students' test score kept improving during the cycles. The improvement can be seen from the mean of the students' test score from the test score 1 (see appendix 5), test score 2 (see appendix 6), and test score 3 (see appendix 7).

The students writing score were analyzed by calculating the five components of writing: content, organization, vocabulary, language use, and mechanism. The improvement of students' score in narrative writing through Spore strategy can be also seen from the mean of the students' score in each cycle. The mean of the students' score was calculated by using the following formula:

$$\bar{X} = \frac{\sum X}{N} \times 100 \%$$

Where :

\bar{X} = The mean of the students

$\sum x$ = The total score

N = The number of students

The calculation of the mean can be seen as follows:

1. The mean of Test Score 1

$$\bar{X} = \frac{1932}{34} = 56,8$$

2. The mean of Test Score 2 :

$$\bar{X} = \frac{2288}{34} = 67,2$$

3. The mean of Test Score 3 :

$$\bar{X} = \frac{2764}{34} = 81,2$$

Table 4.2 The Improvement of Mean score of the Students' Writing

Test	Total Score	Mean
Test Score I	1932	56,8
Test Score II	2288	67,2
Test Score III	2764	81,2

From the calculation, it can be seen that the mean of test score 1 was 56,8; the mean of the test score 2 was 67,2; and the mean of test score 3 was;81,2.

The improvement can also be seen from the percentage of the students' mastery from the test score 1, test score 2, and test score 3. The students can be considered successful to master the lesson if they get score up to 75.

The indicator of successful achievement of students who were competent in writing narrative was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = The percentage of students who got point 75

R = The number of students who got point 75 above

T = The total number of students who took the test

The calculation of the percentage can be seen as follows:

1. The percentage of students' mastery in Test Score 1:

$$\bar{X} = \frac{7}{34} \times 100 = 20,6 \%$$

2. The percentage of students' mastery in Test Score 2:

$$\bar{X} = \frac{11}{34} \times 100 = 32,4 \%$$

3. The percentage of students' mastery in Test Score 3:

$$\bar{X} = \frac{25}{34} \times 100 = 73,5 \%$$

Table 4.3 The Percentage of Students' Writing Achievement

Test	Students who got Score up to 75	Mean
Test Score I	7	20,6%
Test Score II	11	32,4%

Test Score III	25	73,5%
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From the calculation, it can be seen that the percentage of students' mastery in test score 1 was 20,6 %, the percentage of students' mastery in test score 2 was 32,4 %, and the percentage of students' mastery in test score 3 was 73,5%.

In the test score 1, there were 7 students (20,6%) who got point up to 75. The highest score was 85, the lowest score was 35, and the mean was 56,8. In the test score 2, there were 11 students (32,4 %) who got point up to 75. The highest score was 90, the lowest score was 50, and the mean was 67,2. In the test score 3, there were 25 students (73,5 %) who got point up to 75. The highest score was 96, the lowest score was 70, and the mean was 81,2. The range of score improvement can be seen in the following table:

Table 4.4 The Range of Score Improvement

Range of Score Improvement	Students' Initial Name	Total	Percentage
31-40	AP,DA,DG,GW, LP,PE,RP,SA, SS,SZ,VY	11	32,4 %

21-30	AJ,AY,KP,KA, MF,NJ,NS,OA, RA,WH,WZ	11	32,4%
11-20	AS,ED,EF,FM, MS,RS,RL,SP, TD,YM	10	29,4%
1-10	KS,MR	2	5,8 %

From table 4.4, it can be seen that were 32,4 % of the students (11 students) who improved from 31-40 points. 7 students succeeded to get point up to 75. Their score improved from cycle to cycle very well. They were considered as the faster learners. During the teaching-learning process, they paid attention to the teacher's instruction fully, they expressed their opinions and exchanged ideas. They always tried to overcome their problems in writing by asking the teacher's help, opening up the dictionary. They had high motivation to do the best in their writing task.

There were 32,4 % of the students (11 students) who improved from 21-30 points and there were 29,4 % of the students (10 students) who improved from 11-20 points. Twenty five students succeeded to get point up to 75. They got little improvement, although their score improved in every cycle. During the teaching-learning process, not all of them were active and some were passive.

Some of them tried to do the best in doing the task. But some other just let their friends in doing it.

The students also had problems in vocabulary/grammar/tenses. However, the active students tried to overcome their problems in writing by asking the teacher, opening the dictionary, and discussing with friends. They tried to do the best in doing the test and their score improved in every cycle.

On the other hand, nine of students failed to get points up 75. Although their score improved in every cycle, but their scores were lower than the other students. They were considered as the lower learners. During the teaching learning process, not all of them paid attention to the teacher's instruction fully; they rarely expressed their opinion and exchanged ideas. They were confused how to write narrative text and they often had problems in vocabulary/grammar/tenses. However, they felt shy to ask the teacher's help, they were lazy to open up the dictionary. They had little motivation to do the best in their writing task.

There were 5,9 % of the students (2 students) who improved from 1-10 points. The students got the least score improvement. However, one of them did the entire test very well and got the best scores. Her scores from cycle 1 to cycle 2 were highest scores. During the teaching-learning process, she paid attention to the teacher's instruction fully; she expressed her opinions and exchanged ideas. She always tried to overcome their problems in writing by

asking the teacher's help, opening up the dictionary. She had high motivation to do the best in her writing task. The students' test score improvement can be seen in Appendix 7.

Based on the data analysis, all the students got score improvement from cycle 1 to cycle 2. They were high improvement and low improvement. It can be concluded that Spore strategy can improve students' achievement in writing narrative text.

2. Analysis of Cycle II

a. Observation Sheet

Based on the observation list, the researcher has good ability to opening the class. The researcher motivated the students in teaching learning process. The researcher provided the material clearly and systematically. The researcher could organize the classroom effectively. The researcher gave enough chance to the students to asking questions or giving comments. The researcher had good interaction with the students. The students paid attention to the teacher's explanation and instruction. The students also gave good response to the teacher. The students' interaction was good also inusing Spore Strategy. The details of the interview can be seen in appendix 7.

b. Interview Sheet

Based on the interview sheet I, it was found out that there were some problems faced by students in writing English text; the students were lack of ideas in writing English text (see Appendix 8)

Based on the interview sheet 2, it was found out that the students gave positive comments and responses about Spore strategy taught by the writer. They were interested in applying Spore strategy in writing narrative text (see Appendix 9). Besides that, the interview sheet 3 indicated that the collaborator also gave positive comment and response about Spore strategy taught by the writer. The teacher was interested in applying Spore strategy in teaching narrative text in classroom (see appendix 10).

c. Diary Notes

The analysis of diary notes from the first up to the six meetings showed that:

- 1) In cycle I, most of the students were serious while giving the action though some students still confused each other. Sometimes, the students were still lazy when they were asked to write narrative text.
- 2) In cycles II, the teacher tried to solve the problem that appeared in Cycle I. The writer managed the class to make the students more relax and expressed their opinion more bravely so that she knew what difficulties that the students faced in writing narrative text by applying Spore Strategy. Spore strategy gave them form to write a draft for their narrative text in a creative

way. They seemed to be interested to apply Spore strategy in writing narrative test.

C. Discussions

After the data were analyzed, there were some research findings. From the quantitative data, it was obtained that the students' test score increased from cycle 1, to cycle 2 . in cycle 1, the highest score was 90 and the lowest score was 50. In cycle 2, the highest score was 96 and the lowest score was 70. The mean of cycle 1 was 67,2 and the mean of cycle 2 was 81,2. Therefore, there was a significant improvement of students' score from cycle 1 to cycle 2.

The improvement can also be seen from the percentage of students' mastery. The percentage of students' mastery in cycle 1 was 32,4 %, and in cycle 2 was 73,5%.Therefore, it can be concluded that the procedure of cycle 2 was successfully done because the result expected was already achieved.

The research findings were also obtained from the qualitative data. From the observation sheet, it was found out that the students faced some problems in writing narrative text before getting the treatment. However, after they were taught by applying Spore strategy, all the problems can be overcome.³²

Furthermore, from the interview sheet, it was also found that the students and the English teacher gave positive comments, responses, and interest about Spore strategy taught by writer. Spore strategy was able to help

³²H.Douglas Brown, (2007), *Prinsip Pembelajaran dan Pengajaran Bahasa* P.141

them in overcoming writing problems, and it was effectively improving the students' score from meeting to meeting.

In addition to that, from the observation sheet and diary notes, it was found out that teaching-learning process ran effectively. Even though they got problems in the early meetings, but by and by they could overcome the problems and enjoyed their lesson. Therefore, it can be concluded that the application of Spore strategy significantly improved students' achievement in writing narrative text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

The hypothesis of this research, the researcher was accepted because the SPORE Strategy was able to improve the Students' achievement in writing narrative text. It could be seen from the improvement of students' score in Post-test I and Post-test II which all the aspect on writing Text.

The researcher did this research in only two cycles because the researcher had solved the problem proposed in this research. Spore Strategy is a suitable to improve the students achievement in writing, especially at writing narrative text. It could be seen when this strategy was implemented at Eleventh grade of Mas Al-Washliyah 22 Tembung . the students' achievement increased in both cycle I and Cycle II. Thus, the researcher considered there were not any action needed to do again.

B. Suggestions

In line with the conclusions, some points are suggested to :

1. For the English teacher

The researcher suggest the teacher to solve the problems in learning writing narrative text by applying SPORE strategy. The purpose that they can improve their students' achievement in writing narrative text.

2. For the other researchers

For the other researchers who were interested in conducting research in the same strategy, the researcher proposes the other researchers to find out the other modifications for the listening teams strategy. So, it will make the strategy more applicable for all skills in English.

3. For the Principal

The result of this research as a contribution to improve teacher's competence in teaching English.

4. For the Readers

Who are interested in dealing with this study, are suggested that they have good understanding about how to improve their ability in writing narrative text applying SPORE Strategy.

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Iosr Journal of Humanities and Social Science (Iosr-Jhss) Volume 19, Issue 1,

Ver.XII (E-Issn : 2279-0837, P-Issn:2279-0845.P.57 (Sat/22/Jan.2019 10:18)

APPENDIX I

Lesson Plan

(Cycle I)

School : MAS Al-Washliyah 22 Tembung
Class : XI
Subject : English
Topic : Cinderella
Meeting / time allocation : 1 x 45 Minutes

A. Standard Competency :

Responding KI1 and practice the teachings of religion.

KI2 Rewarding behavior (honesty, discipline, responsibility, caring, polite, curious, confident, tolerant, internal motivation, healthy lifestyle, and environment-friendly) to interact effectively with the social and natural environment within reach of the association and its existence.

KI3 Understanding knowledge (factual, conceptual and procedural) in science, technology, art, culture, and humanities with religious insight, national, state, and civilization-related phenomena and events that looked the eye.

KI4 Trying, process and menyaji various things in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and from various other sources the same in viewpoints / theories.

B. Indicators :

1. Identifying generic structure of narrative text
2. Identifying language features of narrative text
3. Writing a narrative text

C. Learning Objectives :

At the end of the learning process, students are able to :

- 1) Construct ideas to write narrative text
- 2) Identify the elements of narrative text
- 3) Organize the language features of narrative text
- 4) Write narrative text

D. Teaching Material :

- 1) Narrative Text
- 2) Generic structure of narrative text
 - Orientation : sets the scene and introduces the participants
 - Evaluation : a stepping back to evaluate the plight, usually to make the story more interesting.
 - Complication : a crisis arises; the complication can be one or more.
 - Resolution : the crises are resolved, for better or for worse.
 - Re-orientation (optional)
- 3) Language features of narrative text

- Using material process, relational process and mental process
- Using past tense
- Using temporal circumstance and temporal conjunctions

4) The example of narrative text

CINDERELLA

Once upon a time, there was a young girl named cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated cinderella very badly. Her step mother made cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said cinderella. "Well" said the god mother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do

go to the ball”. Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella’s ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “you must leave before midnight”. Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king’s son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

E. Teaching Method :

- Explanation
- Discussion
- Giving task

F. Scenario of Teaching

Pre activities

No	The step of teaching		Time allocation
	Teacher's activity	Students' activity	
01	Teacher greets students and introduces her self	Respond to the teacher	10'
02	Teacher checks attendance list	Respond to the teacher	
03	Teacher explains teaching objective	Listen to the teacher	
04	Teacher explains purpose of doing the research	Listen to the teacher	
05	Teacher distributes obseravtion sheet to collaborator		

Main activities

No	The step of teaching		Time allocation
	Teacher's activity	Students' activity	
01	Teacher explains the definition, importance and types of writing.	Listen and give attention to the teacher	10'
02	Teacher explains the definition,	Listen and give attention	15'

	importance and characteristics of narrative text.	to the teacher	
03	Teacher gives samples of narrative text.	Look at the samples	10'
04	Teacher gives one topic (cinderella), and asks students to write down one narrative text for 30 minutes.	Write narrative text on their words individually	30'
05	Teacher asks students to submit their papers	Submit their papers	5'

Post activities

No	The step of teaching		Time allocation
	Teacher's activity	Students' activity	
01	Teacher distributes interview sheets 1 to students and asks them to fill	Fill the interview sheet 1	10'
02	Teacher collects interview sheets 1 from students	Submit the interview sheet 1	
03	Teacher gives opportunity to students to ask/ answer question and give comments/suggestion	Ask the questions and give comments to the teacher	

04	Teacher closes the lesson		
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G. Media/Source: Text Book and Internet

H. Scoring

Instrument : write a narrative text based on the generic structures by
applying SPOR Strategy

NO	Criteria	Score
1	Content	1-30
2	Organization	1-20
3	Vocabulary	1-20
4	Language Use	1-25
5	Mechanics	1-5
	Total	100

Medan, 07 Oktober 2019

Known by,

The Principal of MAs Al-Washliyah 22 Tembung

English Teacher

Zuraidah,S.H

Marni Rama,S.Pd

Researcher

Wiwit Sundari

3415309

Lesson Plan

(Cycle I)

School : MAS Al-Washliyah 22 Tembung

Class : XI

Subject : English

Topic : My Terrible Vacation

Meeting / time allocation : 2 x 45 Minutes

A. Standard Competency :

Responding KI1 and practice the teachings of religion.

KI2 Rewarding behavior (honesty, discipline, responsibility, caring, polite, curious, confident, tolerant, internal motivation, healthy lifestyle, and environment-friendly) to interact effectively with the social and natural environment within reach of the association and its existence.

KI3 Understanding knowledge (factual, conceptual and procedural) in science, technology, art, culture, and humanities with religious insight, national, state, and civilization-related phenomena and events that looked the eye.

KI4 Trying, process and menyaji various things in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the

abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and from various other sources the same in viewpoints / theories.

B. Basic Competency :

Expressing meaning and rhetorical structure in short simple essay accurately and appropriately in the context of daily life in narrative form.

C. Indicators :

1. Writing a narrative text
2. Identify elements of narrative text
3. Identify kinds of narrative text

D. Learning Objectives :

At the end of the learning process, students are able to :

- 1) Construct ideas to write narrative text
- 2) Identify the elements of narrative text
- 3) Organize the language features of narrative text
- 4) Write narrative text

E. Teaching Material :

- 1) Narrative Text
- 2) Generic structure of narrative text
 - Orientation : sets the scene and introduces the participants
 - Evaluation : a stepping back to evaluate the plight, usually to make the story more interesting.

- Complication : a crisis arises; the complication can be one or more.
- Resolution : the crises are resolves, for better or for worse.
- Re- orientation (optional)

3) Language features of narrative text

- Using material process, relational process and mental process
- Using past tense
- Using temporal circumstance and temporal conjunctions

4) The example of narrative text

My Terrible Vacation

I had a terrible day last week. I went to visit Lake Toba in Parapat. Unfortunately, I got a serious problem with my car.

It was Sunday; we planned to go to Lake Toba. We went there at 07.00 from our house. Nothing seemed wrong in the beginning with our car, but funny sound began to come out of the engine as the trip got farther leaving our house.

We thought it was nothing serious as I had the car checked two days before our trip. Unfortunately, the strange sound became louder and to our surprise, the temperature signal told very hot up to the peak border. Suddenly the car stopped and it got burnt. When I opened the cap, I found out that it run out of water.

We all go out and though what to do. We left the cap open and wait for the engine to cool down before we filled up the radiator tank with enough water. When everything was all right, we tried to start the engine again and it worked.

Although it was annoying, we continued our trip and the car was all right till we got back home.

F. Teaching Method :

- Spore Strategy
- Discussion
- Giving task

G. Scenario of Teaching

Pre activities

No	The step of teaching		Time allocation
	Teacher's activity	Students' activity	
01	Teacher greets students	Respond to the teacher	10'
02	Teacher checks attendance list	Respond to the teacher	
03	Teacher asks the students about previous lesson	Respond to the teacher	
04	Teacher motivates students to do the best in learning	Listen to the teacher	

Main activities

No	The step of teaching		Time allocation
	Teacher's activity	Students' activity	
01	Teacher explains about SPORE Strategy	Listen and give attention	5''
02	<p>Teacher guides the students to make a story web</p> <ul style="list-style-type: none"> Teacher draws a circle and ask the students write the title Teacher asks the students to draw five circles from the center circle. Teacher asks and guides the students to fill in each circle with phrases or words that contain one of the parts of SPORE Strategy. <p>(First circle about Setting of the story, then Problem about the story, next circle is Organization, Reaction, and Ending</p>	<p>Students will make a story web (Terrible Vocation)</p> <ul style="list-style-type: none"> The student draw a circle and writes the title. (Ex : Terrible Vocation) The students will draw five circles radiating from the center circle In the first circle students write about the Setting (who, 	40'

		<p>where,when the story happened).</p> <ul style="list-style-type: none"> ▪ In the next circle Students think and write words/phrase about the Problem occurs in the story. ▪ The third circle and write the words order of Action in it. List all the events that you want to include in the story ▪ The next circle students write the word Resolution in it. ▪ The last circle 	
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		students write the word for Ending of the story.	
03	Teacher ask the students write the story from the web/map they created	Students write narraative story from the web.	25''

Post activities

No	The step of teaching		Time allocation
	Teacher's activity	Students'activity	
01	The teacher asked the students to summarize the social function, generic structure, and language feature of narrative text.	Write about the conclusion of the lesson	10'
02	The teacher gives a chance for students to ask about narrative text.	Ask the teacher question what they do not understand.	
03	The teacher closes the lesson		

H. Media/Source: Text Book and Internet

I. Scoring

Instrument : write a narrative text based on the generic structures by
applying SPOR Strategy

NO	Criteria	Score
1	Content	1-30
2	Organization	1-20
3	Vocabulary	1-20
4	Language Use	1-25
5	Mechanics	1-5
	Total	100

Medan, 07 Oktober 2019

Known by,

The Principal of MAs Al-Washliyah 22 Tembung

English Teacher

Zuraidah,S.H

Marni Rama,S.Pd

Researcher

Wiwit Sundari

34153097

Lesson Plan

(Cycle I)

School : MAS Al-Washliyah 22 Tembung

Class : XI

Subject : English

Topic : The bear and the rabbit

Meeting / time allocation : 3/ 45 Minutes

A. Standard Competency :

Responding KI1 and practice the teachings of religion.

KI2 Rewarding behavior (honesty, discipline, responsibility, caring, polite, curious, confident, tolerant, internal motivation, healthy lifestyle, and environment-friendly) to interact effectively with the social and natural environment within reach of the association and its existence.

KI3 Understanding knowledge (factual, conceptual and procedural) in science, technology, art, culture, and humanities with religious insight, national, state, and civilization-related phenomena and events that looked the eye.

KI4 Trying, process and menyaji various things in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the

learned in school and from various other sources the same in viewpoints / theories.

B. Basic Competency :

Expressing meaning and rhetorical structure in short simple essay accurately and appropriately in the context of daily life in narrative form.

C. Indicators :

1. Writing a narrative text
2. Identify elements of narrative text
3. Organize the language features of narrative text

D. Learning Objectives :

At the end of the learning process, students are able to :

- 1) Construct ideas to write narrative text
- 2) Identify the elements of narrative text
- 3) Organize the language features of narrative text
- 4) Write narrative text

E. Teaching Material :

- 1) Narrative Text
- 2) Generic structure of narrative text
 - Orientation : sets the scene and introduces the participants
 - Evaluation : a stepping back to evaluate the plight, usually to make the story more interesting.
 - Complication : a crisis arises; the complication can be one or more.

- Resolution : the crises are resolves, for better or for worse.
 - Re- orientation (optional)
- 3) Language features of narrative text
- Using material process, relational process and mental process
 - Using past tense
 - Using temporal circumstance and temporal conjunctions
- 4) The example of narrative text.

The Bear and the Rabbit

Once upon time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary the bear is always clumsy and could not use the arrow to good advantages.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very heartily eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

F. Teaching Method :

- Spore Strategy
- Discussion
- Giving task

G. Scenario of Teaching

Pre activities

No	The step of teaching		Time allocation
	Teacher's activity	Students' activity	
01	Teacher greets students	Respond to the teacher	10'
02	Teacher checks attendance list	Respond to the teacher	
03	Teacher asks the students about previous lesson	Respond to the teacher	

04	Teacher motivates students to do the best in learning	Listen to the teacher	
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Main activities

No	The step of teaching		Time allocation
	Teacher's activity	Students' activity	
01	Teacher explains about SPORE Strategy	Listen and give attention	5''
02	<p>Teacher guides the students to make a story web</p> <ul style="list-style-type: none"> Teacher draws a circle and ask the students write the title Teacher asks the students to draw five circles from the center circle. Teacher asks and guides the students to fill in each circle with phrases or words that contain one of the parts of SPORE Strategy. 	<p>Students will make a story web (The bear and the Rabbit)</p> <ul style="list-style-type: none"> The student draw a circle and writes the title. (Ex : The bear and the Rabbit) The students will draw five circles radiating from the center circle 	25'

	<p>(First circle about Setting of the story, then Problem about the story, next circle is Organization, Reaction, and Ending</p>	<ul style="list-style-type: none"> ▪ In the first circle students write about the Setting (who, where,when the story happened). ▪ In the next circle Students think and write words/phrase about the Problem occurs in the story. ▪ The third circle and write the words order of Action in it. List all the events that you want to include in the story ▪ The next circle 	
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		<p>students write the word Resolution in it.</p> <ul style="list-style-type: none"> ▪ The last circle students write the word for Ending of the story. 	
03	Teacher ask the students write the story from the web/map they created	Students write narraative story from the web.	30''
04	Some of students are asked to present	Present their works	10'

Post activities

No	The step of teaching		Time allocation
	Teacher's activity	Students' activity	
01	The teacher asked the students to summarize the social function, generic structure, and language feature of narrative text.	Write about the conclusion of the lesson	10'
02	The teacher gives a chance for students to ask about narrative text.	Ask the teacher question what they do not understand.	

03	The teacher closes the lesson		
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H. Media/Source: Text Book and Internet

I. Scoring

Instrument : write a narrative text based on the generic structures by applying SPORE Strategy

NO	Criteria	Score
1	Content	1-30
2	Organization	1-20
3	Vocabulary	1-20
4	Language Use	1-25
5	Mechanics	1-5
	Total	100

Medan, 07 Oktober 2019

Known by,

The Principal of MAs Al-Washliyah 22 Tembung

English Teacher

Zuraidah,S.H

Marni Rama,S.Pd

Researcher

Wiwit Sundari

34153097

APPENDIX II

Lesson Plan

(Cycle II)

School : MAS Al-Washliyah 22 Tembung

Class : XI

Subject : English

Topic : The Story of Toba Lake

Time : 2 x 45 Minutes

Meeting : 4th and 5th

A. Standard Competency :

Responding KI1 and practice the teachings of religion.

KI2 Rewarding behavior (honesty, discipline, responsibility, caring, polite, curious, confident, tolerant, internal motivation, healthy lifestyle, and environment-friendly) to interact effectively with the social and natural environment within reach of the association and its existence.

KI3 Understanding knowledge (factual, conceptual and procedural) in science, technology, art, culture, and humanities with religious insight, national, state, and civilization-related phenomena and events that looked the eye.

KI4 Trying, process and menyaji various things in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and from various other sources the same in viewpoints / theories.

B. Basic Competency :

Expressing meaning and rhetorical structure in short simple essay accurately and appropriately in the context of daily life in narrative form.

C. Indicators :

1. Identify nonfiction as kinds of narrative text
2. Writing a narrative text

D. Learning Objectives :

At the end of the learning process, students are able to :

1. Construct ideas to write narrative text
2. Identify the elements of narrative text
3. Organize the language features of narrative text
4. Write narrative text

E. Teaching Material :

- 1) Narrative Text
- 2) Generic structure of narrative text
 - Orientation : sets the scene and introduces the participants

- Evaluation : a stepping back to evaluate the plight, usually to make the story more interesting.
- Complication : a crisis arises; the complication can be one or more.
- Resolution : the crises are resolves, for better or for worse.
- Re- orientation (optional)

3) Language features of narrative text

- Using material process, relational process and mental process
- Using past tense
- Using temporal circumstance and temporal conjunctions

4) The example of narrative text

The Story of Toba Lake

Once upon a time, there was a man named Toba who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was fishing, he caught a big golden fish in his trap. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a son. His name was Samosir.

Few years later, this son would help bringing lunch to his father out in the field. One day, his son was so hungry and he ate his father's lunch. Unfortunately, Toba found out and got angry, and shouted; "You damned son of a fish". The son ran home and asked his mother. The mother started crying, felt sad that her husband had broke his promise. Then she told her son to run up the hills because a huge disaster was about to come. When her son left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got floode and became Toba Lake. She turned into a fish again and the hill became the island of Samosir.

F. Teaching Method :

- Explanation
- Discussion
- Giving task

G. Scenario of Teaching

Meeting 4-5

Pre activities

No	The step of teaching		Time allocation
	Teacher's activity	Students' activity	
01	Teacher greets students	Respond to the teacher	
02	Teacher checks attendance list	Respond to the teacher	

03	Teacher asks the students about previous lesson	Respond to the teacher	10'
04	Teacher motivates students to do the best in learning	Listen to the teacher	

Main activities

No	The step of teaching		Time allocation
	Teacher's activity	Students' activity	
01	Teacher explains about SPORE Strategy	Listen and give attention	5''
02	<p>Teacher guides the students to make a story web</p> <ul style="list-style-type: none"> Teacher draws a circle and ask the students write the title Teacher asks the students to draw five circles from the center circle. Teacher asks and guides the students to fill in each circle with phrases or words that 	<p>Students will make a story web (The Story of Toba Lake)</p> <ul style="list-style-type: none"> The student draw a circle and writes the title. <p>(Ex : The Story of Toba Lake)</p> <ul style="list-style-type: none"> The students will draw five circles 	25'

	<p>contain one of the parts of SPORE Strategy.</p> <p>(First circle about Setting of the story, then Problem about the story, next circle is Organization, Reaction, and Ending</p>	<p>radiating from the center circle</p> <ul style="list-style-type: none"> ▪ In the first circle students write about the Setting (who, where,when the story happened). ▪ In the next circle Students think and write words/phrase about the Problem occurs in the story. ▪ The third circle and write the words order of Action in it. List all the events that you want to include in the 	
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		<p>story</p> <ul style="list-style-type: none"> ▪ The next circle students write the word Resolution in it. ▪ The last circle students write the word for Ending of the story. 	
03	Teacher ask the students write the story from the web/map they created	Students write narraative story from the web.	30''
04	Some of students are asked to present	Present their works	10'

Post activities

No	The step of teaching		Time allocation
	Teacher's activity	Students' activity	
01	The teacher asked the students to summarize the social function, generic structure, and language feature of narrative text.	Write about the conclusion of the lesson	10'
02	The teacher gives a chance for	Ask the teacher question	

	students to ask about narrative text.	what they do not understand.	
03	The teacher closes the lesson		

H. Media/Source: Text Book and Internet

I. Scoring

Instrument : write a narrative text based on the generic structures by applying SPOR Strategy

NO	Criteria	Score
1	Content	1-30
2	Organization	1-20
3	Vocabulary	1-20
4	Language Use	1-25
5	Mechanics	1-5
	Total	100

Medan, 07 Oktober 2019

Known by,

The Principal of MAs Al-Washliyah 22 Tembung

English Teacher

Zuraidah,S.H

Marni Rama,S.Pd

Researcher

Wiwit Sundari

34153097

Lesson Plan

(Cycle II)

School : MAS Al-Washliyah 22 Tembung

Class : XI

Subject : English

Topic : Leaving Home

Time : 2 x 45 Minutes

Meeting : 6th

A. Standard Competency :

Responding KI1 and practice the teachings of religion.

KI2 Rewarding behavior (honesty, discipline, responsibility, caring, polite, curious, confident, tolerant, internal motivation, healthy lifestyle, and environment-friendly) to interact effectively with the social and natural environment within reach of the association and its existence.

KI3 Understanding knowledge (factual, conceptual and procedural) in science, technology, art, culture, and humanities with religious insight, national, state, and civilization-related phenomena and events that looked the eye.

KI4 Trying, process and menyaji various things in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and from various other sources the same in viewpoints / theories.

B. Basic Competency :

Expressing meaning and rhetorical structure in short simple essay accurately and appropriately in the context of daily life in narrative form.

C. Indicators :

1. Writing narrative text
2. Identify elements of narrative text
3. Organizing the language feature

D. Learning Objectives :

At the end of the learning process, students are able to :

- 1) Construct ideas to write narrative text
- 2) Identify the elements of narrative text
- 3) Organize the language features of narrative text
- 4) Write narrative text

E. Teaching Material :

- 1) Narrative Text
- 2) Generic structure of narrative text
 - Orientation : sets the scene and introduces the participants

- Evaluation : a stepping back to evaluate the plight, usually to make the story more interesting.
- Complication : a crisis arises; the complication can be one or more.
- Resolution : the crises are resolves, for better or for worse.
- Re- orientation (optional)

3) Language features of narrative text

- Using material process, relational process and mental process
- Using past tense
- Using temporal circumstance and temporal conjunctions

4) The example of narrative text

Leaving Home

Moving out my parents' home when I was twenty-four years old was the important decision I have ever made, but it wasn't an easy step to take. I knew there were no jobs in business administration in our small town, San Jacinto, and that I would eventually have to move to the capital, Bogota, where my sister and her husband lived.

One night as we ate our evening meal, I told my parents I wanted to go to Bogota and stay with my sister. They glanced at one another and then looked down at their plates. I took a big drink of waters as I wanted for them to speak. When they finally looked up at me, I saw that Mom was brushing away a tear and dad's forehead had more lines in it than I had ever seen. "But Cornelia," he said, "you're not married." I finished his sentence in my mind.

“and girls from good families do not leave home until they’re married.” But my father seemed to know I know had made up my mind. “ Do what you think is best, Cornelia,” he said, but neither of them really looked at me, so I wondered how upset they were. My doubts lingered even after I moved to my sister’s place because it took me six months to find a good job. When finally called home to stay that I had landed a managerial position with a large telecommunications company. My parents seemed truly relieved, and nowadays their brag to their friends about their daughter cornelia, the Global Network managerial Assistant.

F. Teaching Method :

- Explanation
- Discussion
- Giving task

G. Scenario of Teaching

Pre activities

No	The step of teaching		Time allocation
	Teacher’s activity	Students’activity	
01	Teacher greets students	Respond to the teacher	10’
02	Teacher checks attendance list	Respond to the teacher	
03	Teacher asks the students about	Respond to the teacher	

	previous lesson		
04	Teacher motivates students to do the best in learning	Listen to the teacher	

Main activities

No	The step of teaching		Time allocation
	Teacher's activity	Students' activity	
01	Teacher explains about SPORE Strategy	Listen and give attention	5''
02	<p>Teacher guides the students to make a story web</p> <ul style="list-style-type: none"> Teacher draws a circle and ask the students write the title Teacher asks the students to draw five circles from the center circle. Teacher asks and guides the students to fill in each circle with phrases or words that contain one of the parts of SPORE Strategy. <p>(First circle about Setting of the</p>	<p>Students will make a story web (Leaving Home)</p> <ul style="list-style-type: none"> The student draw a circle and writes the title. <p>(Ex : Leaving Home)</p> <ul style="list-style-type: none"> The students will draw five circles radiating from the center circle In the first circle students write 	25'

	<p>story, then Problem about the story, next circle is Organization, Reaction, and Ending</p>	<p>about the Setting (who, where,when the story happened).</p> <ul style="list-style-type: none"> ▪ In the next circle Students think and write words/phrase about the Problem occurs in the story. ▪ The third circle and write the words order of Action in it. List all the events that you want to include in the story ▪ The next circle students write the word Resolution 	
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		<p>in it.</p> <ul style="list-style-type: none"> ▪ The last circle students write the word for Ending of the story. 	
03	Teacher ask the students write the story from the web/map they created	Students write narraative story from the web.	30''
04	Some of students are asked to present	Present their works	10'

Post activities

No	The step of teaching		Time allocation
	Teacher's activity	Students'activity	
01	The teacher asked the students to summarize the social function, generic structure, and language feature of narrative text.	Write about the conclusion of the lesson	10'
02	The teacher gives a chance for students to ask about narrative text.	Ask the teacher question what they do not understand.	
03	The teacher closes the lesson		

H. Media/Source: Text Book and Internet

I. Scoring

Instrument : write a narrative text based on the generic structures by
applying SPOR Strategy

NO	Criteria	Score
1	Content	1-30
2	Organization	1-20
3	Vocabulary	1-20
4	Language Use	1-25
5	Mechanics	1-5
	Total	100

Medan, 07 Oktober 2019

Known by,

The Principal of MAs Al-Washliyah 22 Tembung

English Teacher

Zuraidah,S.H

Marni Rama,S.Pd

Researcher

Wiwit Sundari

34153097

APPENDIX III

The Students' Test Score from Test Score 1, Test Score 2 and Test Score 3

No	Initial Name	Test Score 1	Test Score 2	Test Score 3	Score Improvement
1	AS	67	75	82	15
2	AP	50	60	82	32
3	AJ	45	55	70	25
4	AY	61	75	86	25
5	DA	50	60	88	38
6	DG	50	60	85	35
7	ED	83	90	95	12
8	EF	79	90	92	13
9	FM	78	80	94	16
10	GW	50	60	83	33
11	KP	50	65	80	30
12	KS	85	90	95	10
13	KA	45	60	70	25
14	LP	35	55	70	35
15	MF	61	70	85	24
16	MR	62	68	70	8
17	MS	64	70	78	14
18	NJ	45	55	70	25
19	NS	45	55	70	25
20	OA	45	55	70	25
21	MA	40	65	75	35
22	RS	78	85	96	18
23	RA	50	65	75	25
24	RL	79	85	96	17
25	RP	40	50	76	36
26	SA	50	60	85	35
27	SP	61	70	81	20
28	SS	59	75	90	31
29	SZ	50	65	83	33
30	TD	77	85	90	13
31	VY	40	50	75	35
32	WH	45	55	70	25
33	WZ	45	55	70	25
34	YM	68	75	87	19
	Total Mean	1932 56,8	2288 67,2	2764 81,2	

APPENDIX IV

The Students' Test Score 1

No	Initial Name	Component of Writing					Total
		Content	organization	vocabulary	Language Use	Mechanic	
1	AS	13	17	13	12	12	67
2	AP	10	10	10	10	10	50
3	AJ	10	10	10	10	5	45
4	AY	10	15	16	10	10	61
5	DA	10	10	10	10	10	50
6	DG	10	10	10	10	10	50
7	ED	15	15	20	15	18	83
8	EF	15	20	14	15	15	79
9	FM	14	20	14	15	15	78
10	GW	10	10	10	10	10	50
11	KP	10	10	5	5	10	40
12	KS	20	20	20	15	10	85
13	KA	10	10	10	10	5	45
14	LP	10	10	5	5	5	35
15	MF	10	10	15	15	11	61
16	MR	10	10	20	10	12	62
17	MS	10	10	10	15	19	64
18	NJ	10	10	10	10	5	45
19	NS	10	10	10	10	5	45
20	OA	10	10	10	10	5	45
21	MA	10	10	10	5	5	40
22	RS	25	25	10	10	8	78
23	RA	10	10	10	10	10	50
24	RL	25	25	10	10	9	79
25	RP	10	10	10	5	5	40
26	SA	10	10	10	10	10	50
27	SP	10	10	15	15	11	61
28	SS	10	10	10	10	19	59
29	SZ	10	10	10	10	10	50
30	TD	15	10	25	12	15	77
31	VY	10	10	10	5	5	40
32	WH	10	10	10	8	7	45
33	WZ	10	10	10	7	8	45
34	YM	10	20	15	10	13	68
	Total Mean						1932(56,8)

APPENDIX V

The Students' Test Score 2

No	Initial Name	Component of Writing					Total
		Content	organization	vocabulary	Language Use	Mechanic	
1	AS	15	17	15	15	13	75
2	AP	10	10	15	15	10	60
3	AJ	10	10	10	15	10	55
4	AY	15	15	15	15	15	75
5	DA	10	10	15	15	10	60
6	DG	10	10	15	15	10	60
7	ED	20	20	20	15	15	90
8	EF	20	20	20	15	15	90
9	FM	20	20	20	10	10	80
10	GW	10	10	15	15	10	60
11	KP	10	10	15	15	15	65
12	KS	20	20	20	15	15	90
13	KA	10	10	15	15	10	60
14	LP	10	10	10	15	10	55
15	MF	10	15	15	15	15	70
16	MR	10	13	15	15	15	68
17	MS	10	15	15	15	15	70
18	NJ	10	10	10	15	10	55
19	NS	10	10	10	15	10	55
20	OA	10	10	10	15	10	55
21	MA	10	10	15	15	15	65
22	RS	15	15	20	20	15	85
23	RA	10	10	15	15	15	65
24	RL	15	15	20	20	15	85
25	RP	10	10	10	10	10	50
26	SA	10	10	15	15	10	60
27	SP	10	15	15	15	15	70
28	SS	10	10	20	20	15	75
29	SZ	10	10	15	15	15	65
30	TD	15	15	20	20	15	85
31	VY	10	10	10	10	10	50
32	WH	10	10	10	15	10	55
33	WZ	10	10	10	15	10	55
34	YM	10	10	20	20	15	75
	Total Mean						2288 67,2

APPENDIX VI

The Students' Test Score in Test Score 3

No	Initial Name	Component of Writing					Total
		Content	organization	vocabulary	Language Use	Mechanic	
1	AS	15	15	20	20	12	82
2	AP	15	15	20	20	12	82
3	AJ	15	15	15	15	10	70
4	AY	15	15	20	20	16	86
5	DA	16	16	20	20	16	88
6	DG	15	15	20	20	15	85
7	ED	20	20	20	20	15	95
8	EF	20	20	20	20	12	92
9	FM	20	20	20	20	14	94
10	GW	15	15	20	20	13	83
11	KP	15	15	20	20	10	8-
12	KS	20	20	20	20	15	95
13	KA	15	15	15	15	10	70
14	LP	15	15	15	15	10	70
15	MF	15	15	20	20	15	85
16	MR	15	15	15	15	10	70
17	MS	15	15	15	18	15	78
18	NJ	15	15	15	15	10	70
19	NS	15	15	15	15	10	70
20	OA	15	15	15	15	10	70
21	MA	15	15	15	15	15	75
22	RS	15	15	20	20	16	86
23	RA	15	15	15	15	15	75
24	RL	20	20	20	20	11	91
25	RP	15	15	15	16	15	76
26	SA	15	15	20	20	15	85
27	SP	15	15	20	20	11	81
28	SS	20	20	20	20	10	90
29	SZ	15	15	20	20	13	83
30	TD	20	20	20	20	10	90
31	VY	15	15	15	15	15	75
32	WH	15	15	15	15	10	70
33	WZ	15	15	15	15	10	70
34	YM	15	17	20	20	15	87
	Total Mean						2764 81,2

APPENDIX VII

The Students' test Score Improvement

The Students' test Score Improvement From 31-40

No	Students' Initial Name	Tet Score 1	Test Score 3	Score Implementation
1	AP	50	82	32
2	DA	50	88	38
3	DG	50	85	35
4	GW	50	83	33
5	LP	35	70	35
6	PE	40	75	35
7	RP	40	76	36
8	SA	50	85	35
9	SS	59	90	31
10	SZ	50	83	33
11	VY	40	75	35

The Students' test Score Improvement From 21-30

No	Students' Initial Name	Tet Score 1	Test Score 3	Score Implementation
1	AJ	45	70	25
2	AY	61	86	25
3	KP	50	80	30
4	KA	45	70	25
5	MF	61	85	24
6	NJ	45	70	25
7	NS	45	70	25
8	OA	45	70	25
9	RA	50	75	25
10	WH	45	70	25
11	WZ	45	70	25

The Students' test Score Improvement From 11-20

No	Students' Initial Name	Tet Score 1	Test Score 3	Score Implementation
1	AS	67	82	15
2	ED	83	95	12
3	EF	79	92	13
4	FM	78	94	16
5	MS	64	78	14
6	RS	78	96	18
7	RL	79	96	17
8	SP	61	81	20
9	TD	77	90	13
10	YM	68	87	19

The Students' test Score Improvement From 1-10

No	Students' Initial Name	Tet Score 1	Test Score 3	Score Implementation
1	KS	85	95	10
2	MR	62	70	8

APPENDIX VIII
OBSERVATION SHEET

Check (√) each item the column that most clearly represent your observation.

FOCUS	TOPIC	CYCLE I		CYCLE II	
		YES	NO	YES	NO
The writer as the teacher	1. Teacher come on time	√		√	
	2. Teacher greets the students	√		√	
	3. Teacher absents the students	√		√	
	4. Teacher motivates the students	√		√	
	5. Teacher give warning up to the students, such as given students some question about the topic that will be duscussed to the students in the clasroom	√		√	
	6. Teacher tells to the students the goal of the study	√		√	
	7. Teacher gives explanation about the topic of the study	√		√	
	8. Teacher explain the material clearly	√		√	
	9. Teacher gives the students chance to ask the teacher related to the topic of study	√		√	

	<p>10. Teacher gives test to the students</p> <p>11. Teacher uses the time effectively</p> <p>12. Teacher conclude the material of teaching</p>	√		√	
Students	<p>1. Students come to the class on time</p> <p>2. Students answer the teacher's greeting</p> <p>3. Students pay attention than given their response</p> <p>4. Students study seriously</p> <p>5. Students are interested and enthusiastic in studying SPORE Strategy</p> <p>6. The students participate in learning process</p> <p>7. Students ask the teacher about material that they do not understand</p> <p>8. Students answer the question</p>	<p>√</p> <p>√</p> <p>√</p> <p></p> <p></p> <p>√</p> <p>√</p> <p></p>	<p></p> <p></p> <p></p> <p>√</p> <p>√</p> <p></p> <p></p>	<p>√</p> <p>√</p> <p></p> <p>√</p> <p>√</p> <p>√</p> <p></p>	

	which is given by the teacher		√	√	
	9. The students are motivated in learning process		√	√	
	10. The interaction between students and the teacher is good	√		√	
	11. Students do the test seriously	√		√	

Medan, 07 Oktober 2019

Observer

Wiwit Sundari

APPENDIX IX
INTERVIEW SHEET 1

Interview with students in first meeting

- The writer : Do you like writing English
- Student 1 : No, I don't like writing English. It's difficult for me
- Student 2 : No, miss. I don't Like English miss
- The writer : What is the difficulty in writing according to you?
- Student 1 : Actually, I don't know how to organize ideas and how to write them.
- Student 2 : It's difficult and I don't have many vocabularies.
- The writer : So, what are the solutions if your teacher asking you to write an English Paragraph?
- Student 1 : I always open my dictionary and discussing with my friend.
- Student 2 : I usually ask my sister to help me if it as homework
- The writer : Do you know narrative text ? and do you ever heard about Spore Strategy?
- Student 1 : I don't know miss, I never heard about that strategy.
- Student 2 : I don't know miss. Me too miss
- The writer : Ok, but according to me you ever heard about this text. You can see it later when I enter in your class.
- Student 1&2 : Okay Miss.

APPENDIX X

INTERVIEW SHEET 2

Interview with students in Last meeting

The writer : what is your comment after you write narrative text through SPORE strategy that I taught?

Student 1 : I think narrative is easy to write and the SPORE strategy is very helpful in writing narrative

Student 2 : I still not understand about narrative, but SPORE strategy is a good strategy and it can make our ideas exchange with other friends.

The writer : Do you expect your teacher to applying this strategy in teaching narrative? Why?

Student 1 : Yes miss, Because by using a strategy it can make us active and more understand about lesson.

Student 2 : Of course yes miss. Because by using a strategy writing is not difficult anymore

The writer : Okay, thank you.

APPENDIX XI

INTERVIEW SHEET 3

Interview sheet was given to the collaborator in last meeting.

The writer : Morning Mam

The teacher : Morning

The writer : after you saw my explanation, what do think about the SPORE Strategy mam?

The teacher : Well, I think this strategy is very useful to the students. They were look enthusiast and active in learning.

The writer : Do you think that the application of SPORE strategy can improve the students' achievement in writing narrative text?

The teacher : Yes, I think that it was succesfully to improve the students writing achuevement. It was better to the students in learning in group than personal.

The writer : So, do you expect to apply this strategy in teaching narrative to your student's mam?

The teacher : Surely. Later, I will use it in teaching writing. It was simple strategy I think.

The writer : Oh, thank you so much mam. And thank you for your help during this research. See you mam.

APPENDIX XII

DIARY NOTES

First Meeting (Wednesday, September 11th , 2019)

In the first meeting, before got into the class, the researcher started with interviewing the English teacher who taught the class. The teacher stated that class was so potential and had good attitude in teaching learning process. In order to know the background of the students' own difficulties in writing, the researcher interviewed the students. Most of the students felt it was difficult to learn writing. Some of them even knew nothing about narrative text. In the class, the researcher explained about narrative text briefly and asked the students to write a narrative text as the orientation test.

Second Meeting (Friday, 13rd , 2019)

In this meeting, the researcher reviewed the previous lesson briefly about narrative text. The researcher explained about the generic structure of narrative texts, social function, and language feature. After that, the researcher gave some different example of narrative text to the students. So, they just focused in their product and did not disturb other students. The researcher asked every student to identify the generic structure and language features of narrative texts, especially the chronological word. Every student was serious to be the best student. The researcher controlled and guided every student. After that, one of the student read their result or product in front of the class. Finally, the researcher gave comment with their result.

Third Meeting (Wednesday, September 18th , 2019)

In third meeting, the researcher reviewed the previous briefly about the generic structure of narrative text, social function, and language features. And then the researcher introduced and explained the Setting, Problem, Order of action, Resolution, End (SPORE) strategy to help to write narrative text. The researcher asked the students to Setting, Problem, order of action, resolution, end the text.

Fourth Meeting (Wednesday, 25rd , 2019)

The students looked more serious than before. Almost the entire students brought their dictionary. They felt that it was important to bring dictionary. They started becoming familiar to Spore Strategy. The students were motivated by the easy to write narrative of the strategy. The teacher asked them to write the story of Toba Lake. They enjoyed the teaching-learning process. It indicated their enthusiasm to learn English. In this meeting, the researcher took the score of the students writing test as the sample score for Cycle I.

Five Meeting (Friday, September 27th, 2019)

The students had been use the Spore strategy. The students took this last opportunity to increase their score in narrative writing using the Spore strategy. All of the students had significant improvement of score. And based on the interview that the researcher had done, the students stated that the strategy did help to improve their achievement in narrative paragraph writing and learning narrative writing became much easier and interesting.

Six Meeting (Friday, 4th October, 2019)

This was the last meeting. The researcher tried to flash back what they had learned before took the score of the students writing test as the sample score for cycle II. The researcher motivated them and made sure for them that the test was easy. The topic was “my terrible vacation”. The researcher hoped they would pass the Minimum Completeness Criteria that was 75.

APPENDIX XIII

DOCUMENTATION

Interview with students



The researcher explained the material (cycle I)



The Students's Activities in Cycle I



The Researcher explained in cycle II



Students' Activities in Cycle II



APPENDIX XIV

Students' Work

Pre-Test

Name : Kanny Sitanggang
Class : XI MIA
Test I

Cinderella

Once upon a time, there was a young girl named Cinderella. She had with her step mother and two step sisters.

The step mother and sisters had a bad temper, and they treated Cinderella badly. Her step mother always made Cinderella do all the work in home, such as scrubbing the floor, cleaning the pot and pan, preparing the food for the family, washing the clothes and dishes, and many more. Meanwhile her step sisters did not do any work in home, and they spent their money to buy many beautiful.

One day there was an invitation to all the society, the Prince wanted to find a wife. Cinderella's step sisters also got the invitation. On the day of the party, her step sisters broke her dresses, so she couldn't go. Cinderella was crying, but suddenly a fairy god mother came and talked to her. A fairy god mother bewitched Cinderella became so beautiful, with a very beautiful dress and glass shoes. She also gave her horse-drawn carriage, but before 23.45 PM Cinderella should had left the party. In short, Cinderella danced with the Prince, in the middle she ran and left the Prince, but she left her shoe in the Palace. In the next day the Prince tried to find a girl who has that shoe. After met Cinderella, that shoe was suitable to her foot. The Prince marry her, and they live happily ever after.

Content	= 20
Organization	= 20
Vocabulary	= 20
Language Use	= 15
Mechanics	= 10
	<hr/>
	85

Pos-Test I

Name : Kanny Sitanggang
Class : XI MIA
Test II

The Story of Toba Lake

Once upon a time, there was a man named Toba who was living in North Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was fishing he caught a big golden fish in his trap. Suddenly the fish turned into a beautiful woman. He felt in love and got married, with the requirements that the man can't tell anyone about her, that she is a fish. A few years later, they had a son, named Samosir.

One day their son was so hungry, so he ate his father's lunch and there was nothing left for his father. Toba was so angry and shouted, "You damned son of fish!" The woman started crying, and she felt sad because her husband didn't keep his promise. She and her son disappeared up the hill, the whole area got flooded and became Toba Lake. She turned into a fish again and the hill became the island of Samosir.

C	: 20
O	: 20
V	: 20
L	: 15
M	: 15
	<hr/>
	90

Pos-Test II

Name : Kenny Sitanggang
Class : XI MIA
Test III

My Vacation In Bali

Last year, on December, my Family and I were going to Bali we had two weeks there, and having a Very wonderful Experience. on the first day, we tried to find a good hotel to stay in two weeks. After we finally found the hotel we went to the beach

What a beautiful looking. we really enjoyed the time on the beach, and heard the sounds of the water. It made me Very happy, and didn't want to leave Bali. After enjoying the beach, we got dinner in the restaurant near the beach. The taste of the food was really good, and I can still feel it in my tongue until now. After having dinner, we went back to the hotel, and having a rest. The looking around the beach in the night was twice beautiful and amazing than in the afternoon.

We went to all the famous and good Places in Bali. Two weeks wasn't enough for me. I can know Bali and its tradition, and how I love the people who was really kind and good. we finally went home after two weeks, and before we went back to Medan, we bought some souvenirs from Bali.

C	: 20
O	: 20
V	: 20
L	: 20
M	: 15
<hr/>	
	95

Pre-Test

Name : Shara Aditya
Class : XI MIA
Test I

Cinderella

Once upon time, there was a young girl named Cinderella. She lived with step mother and two of step sister.

The step mother and sisters made cinderella do hardest work in house, such as: clean the floor, clean the pot and preparing food for the family.

One day, two sister received invitation that the king's son was going to give at the palace. they were very happy about it and spent much time choosing dress they would wear. at least, the day of the ball came, and away went the sisters, Cinderella crying after they left. why you cry, Cinderella. a voice asked. She looked up and saw fairy god mother standing beside her, because I want to go to the ball. Said Cinderella. "okay" said the god mother, you are a cheerful, hardworking and uncomplaining girl that I am going to set that you go to the ball". magically, the fairy god mother change a pumpkin into a fine coach, and Cinderella became so beautiful with beautiful dress and glass shoes.

Cinderella dance with the prince, in the middle she ran and left the prince, but she left her shoes in the Palace.

C	: 10
O	: 10
V	: 10
L	: 10
M	: 10
<hr/>	
	50

Pos-Test I

Name : Sihar Aditya
Class : XI MIA
Test II

The Story of Toba Lake

Once upon time, there was a man named Toba who was lived in North Sumatra. He lived in a farmine field, Gardening and fishing for daily life.

One day, while the man fishing, he caught big golden fish. Suddenly, the fish turn into a beautiful woman. He felt in love and they married. The man can't tell about her, that she is a fish. And a few years later, they have a son and named Samosir.

One day their son hungry, so he eat his father's lunch and nothing left for his father. Toba was so angry and she shouted "You are son of fish". The woman crying and she felt sad because her husband didn't keep his promise. She and her son go to run up the hill. The whole are flooded and became Toba Lake. She turned into a fish again.

Content	= 10
Organization	= 10
Vocabulary	= 15
Language Use	= 15
Mechanics	= 10
	<u>60</u>

Pos- Test II

Name : Sihar Aditya
Class : XI MIA
Test III

My Variation

I had a terrible day last week. I was Sunday, we planned to go to Lake Toba. We went there 07:00 from our house. Nothing seemed wrong our car, but funny and came out the engine. Further leaving our house, we thought it was nothing serious as I had the car checked two days before our trip. The stronger sound became louder and to our surprise, the car stopped and it got burnt. When I opened the cap, I found out that it run out of water. We left the cap over and wait for the engine to cool down before we fill up radiator with enough water. Although it was annoying, we continue our trip and the car was all right.

Content	= 15
Organization	= 15
Vocabulary	= 20
Language Use	= 20
Mechanics	= 15
	<u>85</u>